DOCUMENT RESUME

ED 419 121 CE 076 393

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TITLE	Work beyond GED. Final Report. Project #98-7011.
INSTITUTION	Intermediate Unit 1, Coal Center, PA.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Bureau.of Adult Basic and Literacy Education.
PUB DATE	1997-00-00
NOTE	121p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adult Basic Education; Career Counseling; *Education Work Relationship; Employment Potential; Employment Programs; *High School Equivalency Programs; *Job Skills; *Portfolios (Background Materials); *Work Experience Programs
IDENTIFIERS	353 Project

ABSTRACT

A project was designed to give 43 students enrolled in a GED (General Educational Development) program the opportunity to combine educational and vocational training in order to succeed in both. By focusing on self-awareness, career awareness, career counseling, job shadowing, and job-site mentoring activities while studying for a GED diploma, students began to formulate a lifelong learning plan and view passing the GED as the first step toward the goal of full employment or further training and self-fulfillment. During the program, partnerships were formed with businesses, schools, and community-based organizations. Students were given a program with emphasis on career exploration and portfolio development. During the program, portfolios were developed for 27 participants, 5 students received job-site experiences, 10 students obtained jobs and 8 students entered other training programs. In addition, 25 students took their GED and 28 students were referred to other programs. The project participants recommended that adult literacy programs build relationships with area agencies and businesses and work closely with established school-to-work consortiums in order to facilitate student job-site experiences and job placement. (Includes a curriculum resource list, a student activity log, and sample student portfolios that were developed as part of the project.) (KC)

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ED 419 121

Work Beyond GED

Sue R. Conrady
ABLE Coordinator
Intermediate Unit I

1996-97

One Intermediate Unit Drive
Coal Center, PA 15423
412-938-3241
$22,500.00

Project #98-7011

FINAL REPORT

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The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement by these agencies should be inferred.

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Introduction

Work Beyond GED

The School-To-Work Opportunities Act was established to enhance the educational, career, and economic opportunities available to all students by creating partnerships between businesses, schools, community-based organizations, state and local governments. Through the School-To-Work core elements of school-based, work-based, and connecting activities, students have a comprehensive, effective program to help them prepare for and enter the workforce. Educators and employers become partners in learning. This innovative concept of educator and employer partnerships was explored in the Special Demonstration Project Work Beyond GED.

Work Beyond GED targeted students studying to obtain a GED at the Adult Learning Center, Uniontown, Fayette County, Pennsylvania during the 1996-97 project year.

The staff and other personnel who contributed to the success of this project are as follows:

The **director** of the project, Sue Conrady, was responsible for all preparation and planning, all ordering of materials, and all staff development.

The **coordinator** of the project, Marleen Maskara Porter was responsible for all scheduling of career presentations, job shadowing and job-site mentoring and training opportunities.

The **instructor** of the GED class, Jacqui King, was responsible for GED preparation studies as well as career portfolio development.

The **counselor** of the program assisted students with their GED and career portfolios preparation. The counselor also administered interest inventories and career decision-making inventories to students. These duties were shared by Jacqui King and Mary Korcheck.

This report would be of interest to all practitioners in adult basic and literacy education who feel that adult education is the avenue to better personal and career opportunities for students.

This project is disseminated by:

Bureau of Adult Basic and Literacy Education
Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

AdvancE
Commonwealth of Pennsylvania
Department of Education
333 Market Street, 11th floor
Harrisburg, PA 17126-0333

Western Pennsylvania Adult Literacy Resource Center
5347 William Flynn Highway, Rt. 8
Gibsonia, PA 15044-9644

Final Report Narrative

Statement of Problem

From current data indicators, both nationally and state-wide, 75% of all jobs require some post-secondary education. Of this 75%, 30% require four-year degrees but 45% require technical or other post-secondary training.

These data enunciate the critical need for School-To-Work programs especially for adults who have begun their educational and vocational attainment without success.

Work Beyond GED gave the opportunity for 30 students enrolled in a Adult Learning Center GED program to not only combine educational and vocational training but to succeed in both. By focusing on self-awareness, career awareness, career counseling, job shadowing, and job-site mentoring activities while studying for a GED diploma, students began to formulate a lifelong learning plan and view passing the GED as the first step towards the goal of full employment and self fulfillment. Entrance into further training or employment was the ultimate goal.

Goals and Objectives

The specific goals and objectives of Work Beyond GED , a school-to-work initiative, were as follows:

- To develop career portfolios for 30 GED students.
- To provide work-based job shadowing and job-site mentoring experiences for 30 students based on their career portfolios.
- To place 30 GED students into training programs or jobs based on their career portfolio.

Objective I-Portfolios

To develop career portfolios for 30 GED students.

The development of portfolios for students was the initial emphasis of Work Beyond GED. Upon entering the program, each student was given a folder that served as the working or collection portfolio. A Sample Student Portfolio was a product of this project. From this portfolio a showcase or interview portfolio was developed. Articles from the working portfolio were placed in the showcase portfolio when participating in a job shadowing experience or a job or training interview. This objective was easily met although all portfolios where not the same and not all completed. The evaluation of the student working portfolio was the usage by the student to gain insight into their interest, aptitudes and career orientation. The evaluation of the showcase portfolio was the usage by students during job interviewing and training placement. Since the portfolios are the property of the students, future use of the information and documents collected during the project is expected.

Objective II-Work-Based Experiences

To provide work-based job shadowing and job-site mentoring experiences for 30 students based on their career portfolios.

This objective was the most difficult to meet. Building an information base for businesses and then communicating this information to the businesses was a more involved process than initially anticipated. Liability insurance issues for businesses needed to be addressed. Time and travel concerns by students needed to be alleviated. Only five (5) students took advantage of job shadowing experiences available to them through this project.

Job-site mentoring was even more of a challenge for the students. Mentoring involved more time and travel and most students did not have either resources readily available so as to take advantage of this project option.

Objective III-Job or Training Placement

To place 30 GED students into training programs or jobs based on their career portfolio.

From the experience of combining GED studies with career awareness and exploration, students were more prepared to select training options or job interests to pursue.

As a result of participation in the Work Beyond GED project ten (10) students obtained jobs and eight (8) students entered other training programs. In addition twenty-eight (28) students were referred to other agencies. These positive results were tracked by the teacher and reported as program standards.

The products of this demonstration project, the Student Activity Log and Curriculum Resource List are available from the following:

Bureau of Adult Basic and Literacy Education
Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

AdvancE
Commonwealth of Pennsylvania
Department of Education
333 Market Street, 11th floor
Harrisburg, PA 17126-0333

Western Pennsylvania Adult Literacy Resource Center
5347 William Flynn Highway, Rt. 8
Gibsonia, PA 15044-9644

Any questions or comments may be directed to

Sue R. Conrady, Coordinator
Adult Basic and Literacy Education
Intermediate Unit I
One Intermediate Unit Drive
Coal Center, PA 15423

412-938-3241 Phone
412-938-8722 Fax

Conclusion/Recommendations:

Two brief recommendations became evident during this project:

- *Build relationships with area businesses and other agencies
- *Work closely with established school-to-work consortium

In addition, the activity of job shadowing and mentoring with adults was a new request and experience for local agencies and businesses. Information on responsibilities and communication of expectations was vital to the successful placements of adults into shadowing or mentoring experiences. The development of these two areas was the outcome of this project that will make the continuation of school-to-work activities more beneficial in the future.

In conclusion, the school-to-work activities undertaken by the students during the Work Beyond GED project were invaluable to the lifelong learning pursuits of the participants. The knowledge of their interests, their goals and aspirations, their career orientation and career preparation will be utilized throughout all decision-making processes encountered in their adult life. The experiences and attitudes developed during the Work Beyond GED project will benefit the participants long after their formal adult education course ends.

ABSTRACT PAGE PROJECT NO.: 98-7011

Grant Recipient:
Intermediate Unit I
One Intermediate Unit Drive
Coal Center, PA 15423-9642
412-938-3241

Program Name:
Work Beyond GED

Grant Allocation:
$22,500.00

Project Period:
July 1, 1996 to June 30, 1997

Project Director:
Sue R. Conrady

Project Purpose:
The purpose of the special demonstration project Work Beyond GED was to enhance the educational, career, and economic opportunities available to Adult Basic and Literacy Education students through partnerships with businesses, schools, and community-based organizations. Through the School-To-Work Opportunities Act core elements of school-based, work-based, and connecting activities, students had a comprehensive, effective program that helped them prepare to enter the workforce. An emphasis on career exploration and portfolio development stressed the continuum of career training and job placement as the ultimate goal of the GED class. Career development combined with GED preparation was the priority of Work Beyond GED.

Project Outcomes:
Work Beyond GED proposed to serve thirty (30) students at the Adult Learning Center in Uniontown, PA. A total of forty-three (43) students entered the program throughout the 1996-97 program year. Portfolios were developed for twenty-seven (27) participants. A sample portfolio is a product of this project. Thirty (30) students were also to receive job-site shadowing and mentoring experiences. This proved to be a difficult objective. Only five (5) students received job-site experiences. Thirty (30) students were to be placed into training programs or jobs based on their portfolios. Ten (10) students obtained jobs and eight (8) students entered other training programs. In addition, twenty-five (25) students took their GED and twenty-eight (28) students were referred to other agencies. Furthermore, a Curriculum Resource List and a Student Activity Log were products developed as part of this project.

Impact:
The impact of this project cannot fully be defined by the numbers of students completing a portfolio, entering jobs or training, or earning a GED diploma. The impact was most evident by the increase of communication and cooperation between the Adult Learning Center, other community agencies, area businesses and the Fayette County School to Work Partnership. Although job shadowing and mentoring experiences were not easily available during the project, continued attention to contacting and communicating with area businesses has resulted in a greater commitment to providing shadowing experiences in the future.

Products or Training Developed:
Three products were developed as a result of the Work Beyond GED project:

Sample Student Portfolio
Curriculum Resource List
Student Activity Log

Products Available From:

Intermediate Unit I
Sue R. Conrady, Coordinator
Adult Basic and Literacy Education
One Intermediate Unit Drive
Coal Center, PA 15423

Project Continuation and/or Future Implication:
A continuation of this project was proposed and accepted as a special demonstration project for the 1997-98 program year with an emphasis on adding technology to the school-to-work process. The activities and emphasis of school-to-work activities has been incorporated into other Intermediate Unit I adult education classes and can easily be incorporated into adult education activities elsewhere.

Conclusion/Recommendations:
Two brief recommendations became evident during this project:

*Build relationships with area businesses and other agencies
*Work closely with established school-to-work consortium

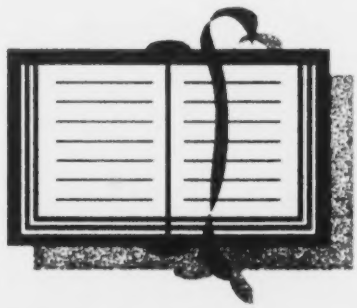
In addition, the activity of job shadowing and mentoring with adults was a new request and experience for local agencies and businesses. Information on responsibilities and communication of expectations was vital to the successful placements of adults into shadowing or mentoring experiences. The development of these two areas was the outcome of this project that will make the continuation of school-to-work activities more beneficial in the future.

WORK BEYOND GED

Sue R. Conrady,
ABLE Coordinator
Intermediate Unit I

1996-97
Project 98-7011
PRODUCT

Sample Student Portfolio



Certificate of Merit

This is to certify that

Has Successfully Completed the
Components Below for the Program of

Work Beyond GED

❑	Career Exploration	❑	Interviewing Techniques	❑	Job Shadowing
❑	Career Search	❑	Business Correspondence	❑	Mentorship
❑	School/Business Applications	❑	Computer Awareness	❑	Transferable Skills
❑	Resume Writing			❑	Job Related Skills

Samuel J. Craighead
Executive Director

Roy E. Shook
Asst. Executive Director

_____
Instructor

Sue R. Conrady
Coordinator, Adult Education

Francis Lemansky
Head Teacher

BEYOND THE GED
RESOURSE LIST

1.	Career Decision Making System Revised Harrington, O'Shea	American Guidance Service
2.	Enter Here	Video Series Enter Here L.L.C.
3.	Getting The Job you Really Want J. Michael Farr	Text and Teacher's Guide Jist
4.	The Very Quick Job Search J. Michael Farr	Text and Teacher's Guide Jist
5.	The Quick Interview and Salary Negotiation Book J. Michael Farr	Text Jist
6.	Why Should I Hire You? J.M. Farr & Susan Christohper	Text Jist
7.	An Introduction to Job Applications J.M. Farr & Susan Christopher	Text and Teacher's Guide Jist
8.	I Am Already Successful Dennis Hooker	Text (Guide with #7) Jist
9.	The JIST Career Planning & Job Search Course	Curriculum JIST
10.	The JIST Career Planning & Job Search Course	Transparency Set JIST
11.	Essential Skills for the Workplace: Level One Obtaining Information and Using Resources	Text Contemporary Books
12.	Essential Skills for the Workplace: Level Two Improving Workplace Competencies	Text Contemporary Books
13.	Essential Skills for the Workplace: Level Two Improving Workplace Performance	Text Contemporary Books

BEYOND THE GED
RESOURSE LIST

14. Essential Skills for the Workplace	Instructor's Guide Contemporary Books
15. You're Hired! Book One: Charting your Career Path	Text Contemporary Books
16. You're Hired! Book Two: Getting The Right Job	Text Contemporary Books
17. You're Hired!	Teacher's Guide Contemporary Book
18. Job Savvy: How To Be A Success At Work LaVerne Ludden, ED.D.	Text JIST
19. Job Savvy: How To Be A Success At Work LaVerne Ludden, ED.D. & Marsha Ludden	Teacher's Guide JIST
20. Dictionary of Occupational Titles Fourth Edition, Revised 1991	JIST
21. Occupational Outlook Handbook 1996-97 Edition	JIST
22. Business To Business Yellow Pages	Bell Atlantic
23. Telephone Directory Uniontown and Pittsburgh	Bell Atlantic
24. Daily Herald, Pittsburgh Post Gazette	Local and City Newspapers
25. Policy Manuals	IDC The Dick Group of Companies
26. How to Choose The Right Career Louise Welsh Schrank	Text VGM Career Horizons (NTC Publishing)

27.	Discover The Best Jobs For You! Ronald Krannich and Caryl Rae Krannich, Ph.Ds	Text Impact Publications
28.	Building a Career Development Program Richard L. Knowdell	Manual Davis-Black Publishing
29.	Discover Yourself, Discover a Job	charts Opportunities for Learning, Inc (Elementary Specialties)

ADULT LEARNING CENTER
School-To-Work
Activities Log

_____ Entry Date

_____ Name

_____ Grad. Date

ACTIVITY	RESOURCE	COMP. DATE	CRITERION	EVALUATION/ COMMENT	CAREER ED. COMP.
1. Career Decision Making System			Completed Survey		
2. Interest/Ability (Informal)			3 Careers or 2 Clusters		
3. Skills inventory			Completed Survey		
4. Newspaper classifieds			10 Local and Pittsburgh		
5. Newspaper			Records of 10 businesses or schools/career related		
6. Telephone directory			10 business/training schools (CC related)		
7. Application (Simple)			Complete/Accurate		
8. Application (Complex)			Complete/Accurate		
9. Resume (Speaker)					
10. Resume (Rough Draft)					
11. Resume (Professional)			Accurate, Neat, Complete		
12. Informational Interview			1 Completed Interview Card		
13. Mock Interview (Demonstration)			Evaluation/Comment Form		
14. Interview Preparation					
15. Mock Interview (Video-taped)			Evaluation/Comment Form		

ADULT LEARNING CENTER

School-To-Work
Activities Log

Name _____ Entry Date _____

Grad. Date _____

ACTIVITY	RESOURCE	COMP. DATE	CRITERION	EVALUATION/ COMMENT	CAREER ED. COMP.
16. Career Research File Cards			3 Cards completed utilizing DOT & OOH		
17. Cover Letter			Neat, Concise		
18. Job Shadowing			Evaluation Summary		
19. Job Shadowing			Evaluation Summary		
20. Speaker			Evaluation Summary		
21. Speaker			Evaluation Summary		
22. Mentorship			Evaluation Summary		
23. Career Cluster Video					
24. Career Cluster Video					
25. Small Group Inventory			Completed Form		
26. Self-inventory			Completed Form		
27. Getting along with supervisor			Completed Unit		
28. Getting along with workers			Completed Unit		
29. Policy Manuals			Completed Unit		
30. Purchasing & Selling Unit			Completed Forms		

School-To-Work
Activities Log

Name _____ Entry Date _____

Grad. Date _____

ACTIVITY	RESOURCE	COMP. DATE	CRITERION	EVALUATION/ COMMENT	CAREER ED. COMP.
31. Shipping & Receiving Unit			Completed Forms		
32. Production of Goods and Services Unit			Completed Forms		
33. Workplace Competancies			Completed Unit		
34. Workplace Performance			Completed Unit		
35. Problem-Solving Skills Unit			Completed Unit		
36. Work Ethics Unit			Completed Unit		
37. Cooperative Team Simulation			Evaluation/Comment Form		
38.					
39.					
40.					
41.					
42.					
43.					
44.					
45.					

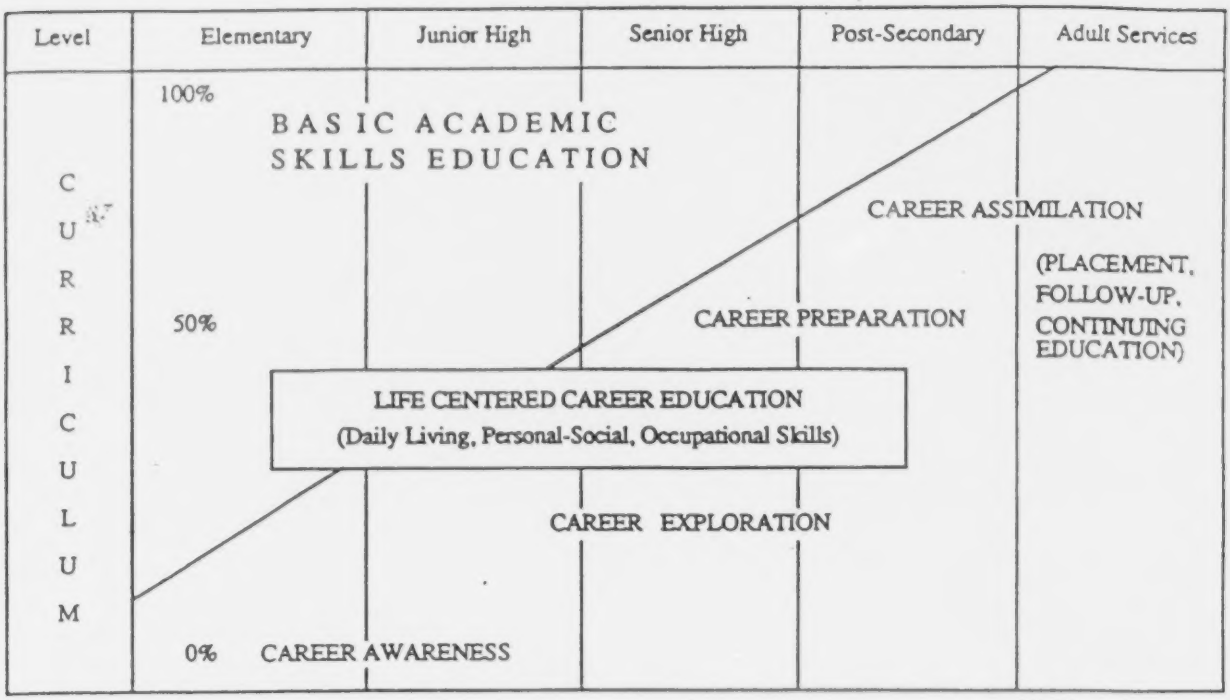
From Life-Centered Career Education, A Competency Based Approach, Third Edition
Edited by Donn Brolin, 1989.

FIGURE 2-2
Life Centered Career Education Competencies (Revised 1/87)

Curriculum Area	Competency	Subcompetency: The student will be able to:	
DAILY LIVING SKILLS	1. Managing Personal Finances	1. Count money & make correct change	2. Make responsible expenditures
	2. Selecting & Managing a Household	7. Maintain home exterior/interior	8. Use basic appliances and tools
	3. Caring for Personal Needs	12. Demonstrate knowledge of physical fitness, nutrition & weight	13. Exhibit proper grooming & hygiene
	4. Raising Children & Meeting Marriage Responsibilities	17. Demonstrate physical care for raising children	18. Know psychological aspects of raising children
	5. Buying, Preparing & Consuming Food	20. Purchase food	21. Clean food preparation areas
	6. Buying & Caring for Clothing	26. Wash/clean clothing	27. Purchase clothing
	7. Exhibiting Responsible Citizenship	29. Demonstrate knowledge of civil rights & responsibilities	30. Know nature of local, state & federal governments
	8. Utilizing Recreational Facilities & Engaging in Leisure	33. Demonstrate knowledge of available community resources	34. Choose & plan activities
	9. Getting Around the Community	38. Demonstrate knowledge of traffic rules & safety	39. Demonstrate knowledge & use of various means of transportation
PERSONAL-SOCIAL SKILLS	10. Achieving Self Awareness	42. Identify physical & psychological needs	43. Identify interests & abilities
	11. Acquiring Self Confidence	46. Express feelings of self-worth	47. Describe others perception of self
	12. Achieving Socially Responsible Behavior	51. Develop respect for the rights & properties of others	52. Recognize authority & follow instructions
	13. Maintaining Good Interpersonal Skills	56. Demonstrate listening & responding skills	57. Establish & maintain close relationships
	14. Achieving Independence	59. Strive toward self-actualization	60. Demonstrate self-organization
	15. Making Adequate Decisions	62. Locate & utilize sources of assistance	63. Anticipate consequences
	16. Communicating with Others	67. Recognize & respond to emergency situations	68. Communicate with understanding
OCCUPATIONAL GUIDANCE AND PREPARATION	17. Knowing & Exploring Occupational Possibilities	70. Identify remunerative aspects of work	71. Locate sources of occupational & training information
	18. Selecting & Planning Occupational Choices	76. Make realistic occupational choices	77. Identify requirements of appropriate & available jobs
	19. Exhibiting Appropriate Work Habits & Behavior	81. Follow directions & observe regulations	82. Recognize importance of attendance & punctuality
	20. Seeking, Securing & Maintaining Employment	88. Search for a job	89. Apply for a job
	21. Exhibiting Sufficient Physical-Manual Skills	94. Demonstrate stamina & endurance	95. Demonstrate satisfactory balance & coordination
	22 Obtaining Specific Occupational Skills		

3. Keep basic financial records	4. Calculate & pay taxes	5. Use credit responsibly	6. Use banking services	
9. Select adequate housing	10. Set up household	11. Maintain home grounds		
14. Dress appropriately	15. Demonstrate knowledge of common illness, prevention & treatment	16. Practice personal safety		
19. Demonstrate marriage responsibilities				
22. Store food	23. Prepare meals	24. Demonstrate appropriate eating habits	25. Plan/eat balanced meals	
28. Iron, mend & store clothing				
31. Demonstrate knowledge of the law & ability to follow the law	32. Demonstrate knowledge of citizen rights & responsibilities			
35. Demonstrate knowledge of the value of recreation	36. Engage in group & individual activities	37. Plan vacation time		
40. Find way around the community	41. Drive a car			
44. Identify emotions	45. Demonstrate knowledge of physical self			
48. Accept & give praise	49. Accept & give criticism	50. Develop confidence in oneself		
53. Demonstrate appropriate behavior in public places	54. Know important character traits	55. Recognize personal roles		
58. Make & maintain friendships				
61. Demonstrate awareness of how one's behavior affects others				
64. Develop & evaluate alternatives	65. Recognize nature of a problem	66. Develop goal seeking behavior		
69. Know subtleties of communication				
72. Identify personal values met through work	73. Identify societal values met through work	74. Classify jobs into occupational categories	75. Investigate local occupational & training opportunities	
78. Identify occupational aptitudes	79. Identify major occupational interests	80. Identify major occupational needs		
83. Recognize importance of supervision	84. Demonstrate knowledge of occupational safety	85. Work with others	86. Meet demands for quality work	87. Work at a satisfactory rate
90. Interview for a job	91. Know how to maintain post-school occupational adjustment	92. Demonstrate knowledge of competitive standards	93. Know how to adjust to changes in employment	
96. Demonstrate manual dexterity	97. Demonstrate sensory discrimination			
There are no specific subcompetencies as they depend on skill being taught				

FIGURE 2-3
LCCE Transition Model



should begin in the late elementary years with a "Worker Profile" and by late junior high or early senior high years be a more highly organized, formal assessment by a trained certified vocational evaluator (CVE) using a broad armamentarium of reliable and valid measures including specialized/standardized interest and aptitude tests, work samples, job analysis, and job-site evaluations.

11. A *Career Education/Transitional Resource Coordinator* is necessary to assume responsibility for monitoring and carrying out the program. The Coordinator should have a local team to carry out the program as noted by the Harold Russell Associates study. The most logical disciplines to assess are the special educator (to age 21) and the vocational rehabilitation counselor thereafter.

Brolin's Life Centered Career Curric

The TPS and the cumulative TPS must be calculated for *each* administration since the number of rated items may vary with each administration. The cumulative TAS can be calculated by adding the TASs from the three domains. The cumulative AS can be calculated by adding the ASs from the three domains and dividing by 3. Thus, the user can evaluate performance and behavior for each domain as well as the three domains combined. There is space provided for comments at the end of each Record Form.

SECTION III—BEHAVIORAL CRITERIA FOR RATING SUBCOMPETENCIES

A list of the 97 subcompetencies grouped into the three career education domains follows. Each subcompetency is conceptually described and further defined by behavioral criteria. A rank ordering of the criteria for each subcompetency in order of importance for the subcompetency was performed by five national education experts. Further revision of the original criteria considered clarity and specificity. As discussed in Section I, the rater should compare student performance to the behavioral criteria for each subcompetency to determine the degree of mastery. The ratings from the rating key can then be assigned to each subcompetency (item) based on the number of criteria that the student is able to perform for each subcompetency.

These pages provide in depth expansion of the first 3 charts.

DAILY LIVING SKILLS

1. **Managing Personal Finances**

1. *Identify Money and Make Correct Change*
   a. Identify coins and bills less than or equal to $100 in value.
   b. Count money in coin and bill denominations with sums less than or equal to $20.
   c. Make correct change from both bills and coins for amounts less than or equal to $50.
2. *Make Responsible Expenditures*
   a. Identify prices on labels and tags of merchandise.
   b. Choose most economical buy among like items of similar quality.
   c. Identify purchases as necessities or luxuries in the areas of food, clothing, housing, and transportation.
   d. Determine amount of money saved by buying sale items.
   e. Compare prices of an item in three stores.
3. *Keep Basic Financial Records*
   a. Construct a monthly personal budget for your present income.
   b. Identify financial information and financial records that should be retained.
   c. Record personal major income and expenses for 1 month.
   d. Calculate balances of major debts
   e. List basic terms used in keeping financial records.

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4. *Calculate and Pay Taxes*
   a. Know types of taxes normally assessed in the geographic area.
   b. Know penalties and deadlines for the payment of taxes.
   c. Know sources of assistance for the filing of taxes.
   d. Complete a 1040 tax form.
5. *Use Credit Responsibly*
   a. Identify resources for obtaining a loan.
   b. Name advantages and disadvantages of using credit cards.
   c. Complete a loan application.
6. *Use Banking Services*
   a. Open a checking account.
   b. Open a savings account.
   c. Write checks, make deposits, and record checking transactions.
   d. Make deposits and withdrawals, and record savings transactions.

2. Selecting and Managing a Household

7. *Maintain Home Exterior/Interior*
   a. Identify basic tools used in exterior maintenance.
   b. List routine cleaning and maintenance activities.
   c. Outline a weekly housekeeping routine.
   d. Identify the uses of common household cleaning products and equipment.
8. *Use Basic Appliances and Tools*
   a. Name common appliances and tools found in the home and tell how each is used.
   b. Demonstrate appropriate use of basic appliances and tools.
   c. Name safety procedures to follow when using appliances and tools.
   d. Perform basic home care tasks.
9. *Select Adequate Housing*
   a. List personal or family housing requirements, including space, location, and yard.
   b. Identify different types of housing available in the community.
   c. Identify advantages and disadvantages of different types of housing.
   d. Identify procedures for renting a house or apartment.
   e. Identify procedures for buying a house.
10. *Set Up Household*
   a. Describe procedures for connecting utility services.
   b. Acquire or ensure presence of basic household items.
   c. Acquire or ensure presence of furniture and major appliances.
11. *Maintain Home Grounds*
   a. Perform common home maintenance and repairs (e.g., grass cutting, painting, bush trimming, etc.).

3. Caring for Personal Needs

12. *Demonstrate Knowledge of Physical Fitness, Nutrition, and Weight*
   a. Know ways nutrition relates to health.
   b. Know a meal balanced for nutritional and caloric content.
   c. Know ways in which exercise relates to health.
   d. Identify and demonstrate correct ways of performing common physical exercises.
13. *Exhibit Proper Grooming and Hygiene*
   a. Demonstrate basic aspects of proper hygiene.
   b. Identify proper grooming.
   c. Identify proper products for hygiene and where to obtain them.
   d. Identify proper products for grooming and where to obtain them.
14. *Dress Appropriately*
   a. List clothing appropriate for different weather conditions.
   b. List clothing appropriate for different activities.
   c. Given an occasion, choose the appropriate clothing to be worn.
15. *Demonstrate Knowledge of Common Illness, Prevention, and Treatment*
   a. Identify major symptoms of common illnesses.
   b. State how cleanliness is related to health.
   c. Locate sources of assistance with medical problems.
   d. Identify dosage information from a medicine bottle label.
   e. List common medicines found in the home and their uses.
   f. Demonstrate basic first aid techniques.
16. *Practice Personal Safety*
   a. Identify ways to secure home from intruders.
   b. Identify things to do to avoid personal assault.
   c. Identify and demonstrate self-protection or self-defense behaviors and techniques.
   d. Identify precautions to follow when dealing with strangers.
   e. Identify potential safety hazards in the home.
   f. List and demonstrate actions to take in the event of an emergency.

4. Raising Children and Meeting Marriage Responsibilities

17. *Demonstrate Physical Care for Raising Children*
   a. List physical responsibilities involved in child care.
   b. Given a hypothetical situation, demonstrate basic safety measures for a child who has ingested poison or is severely cut.
   c. Identify common childhood illnesses and a symptom and treatment for each.
   d. Identify basic stages of child development and a characteristic of each.
   e. Identify potential dangers to children outside the home.
   f. Demonstrate procedures for care of child's physical health.
18. *Know Psychological Aspects of Raising Children*
   a. Identify changes when a child enters the family.
   b. Name psychological needs of the child and tell how these can be provided.
   c. Identify parental responsibilities involved in the psychological care of the child.
   d. Identify common family problems and a way of dealing with each of the problems.

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19. *Demonstrate Marriage Responsibilities*
    a. Identify reasons for marriage.
    b. Identify a personal responsibility in marriage.
    c. Identify joint responsibility in marriage.

5. Buying, Preparing, and Consuming Food

20. *Purchase Food*
    a. Construct a weekly shopping list within a budget.
    b. List characteristics of perishable foods.
    c. Identify types and cuts of meat, fish, and poultry.
    d. Identify how to use newspaper ads to take advantage of sales.
21. *Clean Food Preparation Areas*
    a. Identify importance of personal hygiene in food preparation areas.
    b. List reasons for cleaning work area and materials after food preparation.
    c. Identify and demonstrate appropriate cleaning procedures.
    d. Identify and demonstrate appropriate waste disposal procedures.
22. *Store Food*
    a. Identify the need for proper food storage.
    b. Identify appropriate food storage techniques.
    c. Identify appearance of foods when they have spoiled.
    d. Identify and demonstrate food storage procedures.
23. *Prepare Meals*
    a. Identify food preparation procedures.
    b. Identify and demonstrate the use of basic appliances and tools.
    c. List basic recipe abbreviations and cooking terms.
    d. Practice kitchen safety procedures.
    e. Prepare a full-course meal for one or more people.
24. *Demonstrate Appropriate Eating Habits*
    a. Identify the need for proper manners and eating behavior.
    b. Identify and demonstrate proper manners and eating behavior at a meal.
    c. Identify and demonstrate the proper way to set table and serve food.
    d. Identify and demonstrate proper manners and eating behavior at a public place.
25. *Plan and Eat Balanced Meals*
    a. List the basic food groups required in each meal.
    b. Identify appropriate foods eaten at typical daily meals.
    c. Plan a day's meals within a given budget.

6. Buying and Caring for Clothing

26. *Wash/Clean Clothing*
    a. Identify the following laundry products and their uses: bleaches, detergents, and fabric softeners.
    b. Identify and demonstrate appropriate laundering procedures for different types of clothing.
    c. Demonstrate use of laundry facilities at a laundromat.
27. *Purchase Clothing*
    a. List basic articles of clothing.
    b. Identify personal body measurements and clothing sizes.
    c. List major clothing categories by dress, work, casual, sports, school.
    d. Given a hypothetical budget, select a school wardrobe.
    e. State the importance of matching colors and fabrics.
28. *Iron, Mend, and Store Clothing*
    a. Identify and demonstrate proper ironing procedures for common fabric.
    b. Demonstrate appropriate safety precautions for using ironing equipment.
    c. Identify when, how, and where to store clothing.
    d. Identify and demonstrate procedures for mending clothing.

7. Exhibiting Responsible Citizenship

29. *Demonstrate Knowledge of Civil Rights and Responsibilities*
    a. Identify basic civil rights when being questioned by law enforcement officials.
    b. Locate resources where one can acquire legal aid.
    c. Identify actions to take when a crime has been witnessed.
    d. List basic civil rights.
    e. Identify who must register with the selective service.
    f. Identify when eligible individuals must register.
    g. Locate the address of the selective service or recruitment office nearest the student's home.
30. *Know Nature of Local, State, and Federal Governments*
    a. Identify the purpose of government.
    b. Define democracy and representative government.
    c. Identify the branches of government, their functions, and one major official of each branch of government.
    d. Identify one way states might be different without a federal government.
    e. Identify one duty of each level of government.
31. *Demonstrate Knowledge of the Law and Ability to Follow the Law*
    a. List types of local law.
    b. Identify possible consequences of violating laws.
    c. List basic reasons for government and laws.
    d. Explain and demonstrate the basic court system and its procedures.
32. *Demonstrate Knowledge of Citizen Rights and Responsibilities*
    a. Locate community services available to citizens.
    b. List major responsibilities of citizens.
    c. Identify voting requirements and demonstrate procedures.
    d. Identify why it is important to be an informed voter.
    e. List the dates for primary and general elections, and demonstrate procedures for registration.
    f. Identify sources that inform the voter about election issues.

8. Utilizing Recreational Facilities and Engaging in Leisure

33. *Demonstrate Knowledge of Available Community Resources*
    a. List sources of information about specific recreational activities.
    b. List activities appropriate to each season of the year.

c. Locate recreational facilities and equipment in the community.
d. Participate in recreational activities outside the home.

34. *Choose and Plan Activities*
a. List personal leisure activities.
b. List costs, times, locations, and physical requirements of activities.
c. Develop individual plan of leisure activities.

35. *Demonstrate Knowledge of the Value of Recreation*
a. List differences between leisure that involves nonpaid work activities and relaxation.
b. List ways in which recreation affects both physical and mental health.
c. List personal requirements of leisure time.

36. *Engage in Group and Individual Activities*
a. Identify reasons for participating in group activities.
b. Identify and demonstrate knowledge of rules of group activities.
c. List qualities of good sportsmanship.
d. Identify and demonstrate the proper care of sports equipment.
e. Identify general safety rules of physical activities.

37. *Plan Vacation Time*
a. Identify financial considerations involved in planning a vacation.
b. List time considerations involved in planning a vacation.
c. List possible vacation activities.
d. Locate resources available for help with making vacation plans.
e. Construct a proposed vacation plan, including cost, time, transportation, facilities, and activities.

9. Getting Around the Community

38. *Demonstrate Knowledge of Traffic Rules and Safety*
a. Identify the purpose and demonstrate procedures for pedestrian safety signs.
b. List reasons for common traffic and safety rules and practices.
c. Identify vehicle safety signs of the driver's education sign test.

39. *Demonstrate Knowledge and Use of Various Means of Transportation*
a. Identify types of transportation available in the community.
b. Identify reasons transportation is needed and the type most appropriate.
c. Identify and demonstrate procedures to take a train, interstate bus, taxi, airplane.

40. *Find Way Around the Community*
a. Given a picture of a numbered house, identify numbers of houses on either side.
b. Given city and state maps, identify directions, symbols, and distance.
c. Identify basic community resources.

41. *Drive a Car*
a. Given driving problems related to weather, demonstrate knowledge of appropriate technique.
b. Describe appropriate procedures to follow after being involved in an accident.
c. Identify everyday basic driving knowledge.
d. Demonstrate proficiency on the written portions of the operator's exam.

PERSONAL–SOCIAL SKILLS

10. Achieving Self-Awareness

42. *Identify Physical and Psychological Needs*
a. List basic physical needs.
b. Identify ways to meet the physical needs.
c. List basic psychological needs.
d. Identify ways to meet the psychological needs.

43. *Identify Interests and Abilities*
a. Identify abilities common to most people.
b. Identify interests common to most people.
c. Demonstrate goal setting in relation to pursuing an interest or ability and show how goals are attained.

44. *Identify Emotions*
a. Identify common emotions (fear, love, hate, sadness).
b. List ways in which one's emotions affect the behavior of self and others.
c. Identify ways in which one may cope with emotions.
d. Differentiate particular emotions in self and others.

45. *Demonstrate Knowledge of Physical Self*
a. Identify major systems of the body.
b. List personal physical characteristics.
c. Describe typical physical characteristics and dimensions.
d. Identify major parts of the body.

11. Acquiring Self-Confidence

46. *Express Feelings of Self-Worth*
a. List positive physical and psychological attributes.
b. Express ways in which positive attributes make him/her feel good.
c. List the characteristics necessary to feel good about oneself.
d. Describe ways in which the actions of others affect one's feelings of self-worth.

47. *Describe Others' Perception of Self*
a. List potential reactions of others to oneself.
b. Construct a personal view of how others see oneself.
c. Describe the relationship between one's own behaviors and others' reactions.
d. Demonstrate awareness of individual differences in others.

48. *Accept and Give Praise*
a. Identify statements of praise in everyday activities.
b. List appropriate and inappropriate responses to praise.
c. Respond to praise statements by others.
d. List the effects of praise on oneself.

49. *Accept and Give Criticism*
a. Identify critical and/or rejecting types of statements.
b. List appropriate ways to respond to criticism and/or rejection.

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c. Respond appropriately to critical statements.
d. List positive and negative effects of criticism.

50. *Develop Confidence in Oneself*
a. Identify and describe positive characteristics of oneself in a variety of areas.
b. List appropriate ways to express confidence in oneself.
c. Make positive statements about oneself.
d. Identify potential reactions of others to expressions of self-confidence.

12. Achieving Socially Responsible Behavior

51. *Demonstrate Respect for the Rights and Properties of Others*
a. Identify personal and property rights of others.
b. Identify a reason for respecting the rights and properties of others.
c. Demonstrate respect for others and their property.
d. List appropriate situation and procedures for borrowing the property of others.

52. *Recognize Authority and Follow Instructions*
a. Identify common authority roles.
b. Identify aspects of following instructions (e.g., safety, order, convenience).
c. Identify situation in which the individual has the right to disregard instructions from authorities.

53. *Demonstrate Appropriate Behavior in Public Places*
a. Identify appropriate behavior in public places.
b. Identify and demonstrate appropriate behaviors when using transportation facilities.
c. Identify and demonstrate appropriate behaviors when using eating facilities.
d. Identify and demonstrate appropriate behaviors when using recreational facilities.

54. *Know Important Character Traits*
a. Identify own acceptable character traits.
b. Identify acceptable character traits in others.
c. List character traits necessary for acceptance in group activities.
d. List character traits that inhibit acceptance.

55. *Recognize Personal Roles*
a. Identify current roles.
b. Identify possible future roles.
c. List roles of significant others.
d. Describe the rights and obligations in personal roles as they interact with the roles of others.

13. Maintaining Good Interpersonal Skills

56. *Demonstrate Listening and Responding Skills*
a. Identify proper listening and responding techniques.
b. Identify positive outcomes of listening and responding appropriately.
c. Identify negative aspects of listening and responding inappropriately.

57. *Establish and Maintain Close Relationships*
a. Identify qualities of an individual who would be desirable as a dating partner.
b. Identify and demonstrate appropriate procedures for making a date.
c. List activities that are appropriate for a date.
d. Identify characteristics of close relationships.
e. List different types of close relationships.
f. Recognize and respond to intimate feelings of others.
g. Identify persons with whom one could establish a close relationship.

58. *Make and Maintain Friendships*
a. Identify necessary components of a friendship.
b. List personal considerations in choosing a friend.
c. List rights and responsibilities important in personal friendships.
d. List activities that can be shared with friends.

14. Achieving Independence

59. *Strive Toward Self-Actualization*
a. Identify important characteristics for personal growth.
b. List elements necessary for a satisfactory personal life.
c. Identify sources for continued educational/psychological growth.

60. *Demonstrate Self-Organization*
a. Develop plan of daily activities.
b. Identify areas of responsibility in personal life.
c. Identify reasons for organizing one's responsibilities/activities.
d. Develop ways in which personal organization relates to greater independence.

61. *Demonstrate Awareness of How One's Behavior Affects Others*
a. List ways in which behavior affects others around us.
b. List appropriate behaviors for a variety of situations.
c. List different cues elicited by others that behavior is inappropriate.
d. List ways to correct inappropriate behavior.

15. Making Adequate Decisions

62. *Locate and Utilize Sources of Assistance*
a. Identify situations in which one would need advice.
b. List available resources for resolving problems.
c. Given particular situations, describe the procedures for contacting persons for assistance.
d. List potential outcomes of seeking advice.

63. *Anticipate Consequences*
a. Describe consequences or outcomes of decision making.
b. List and demonstrate knowledge of ways in which personal behavior produces consequences.
c. Describe the concept of maximum gain for minimum risk.

64. *Develop and Evaluate Alternatives*
a. Define the meaning of alternatives.
b. List possible alternatives with respect to a personal goal.
c. Describe a compromise with respect to a personal goal.
d. List resources for information that develops alternatives.

65. *Recognize Nature of a Problem*
a. Given a list of situations with postive and negative aspects of personal ideas, examine each as postive or negative.

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b. Identify why ideas, values, and plans have both potentially positive and negative implications.
c. Identify a situation which requires examination of positive or negative aspects.

66. *Develop Goal-Seeking Behavior*
a. Identify ways that goals affect one's life.
b. List outcomes to be considered in goal setting.
c. List examples of individuals who have set and attained their goals.
d. Set one goal for school, home, recreation.
e. Set short-term and long-term personal goals.
f. Identify characteristics of realistic goals.
g. Identify appropriate persons for obtaining assistance with setting and achieving goals.
h. Identify potential barriers to goals.
i. Set model personal goals.

16. Communicating with Others

67. *Recognize and Respond to Emergency Situations*
a. Identify sights and sounds of emergency situations.
b. Identify appropriate authorities to contact in emergency situations.
c. Describe personal communication indicating emergency situations.
d. List personal responsibilities in emergency situations.

68. *Communicate with Understanding*
a. Demonstrate a variety of verbal expressions related to communication.
b. Identify and demonstrate methods of speaking appropriately in a social conversation.
c. Demonstrate proper use of telephone.
d. Demonstrate appropriate volume and intensity in conversation.

69. *Know Subtleties of Communication*
a. Identify nonverbal elements of communication.
b. Identify verbal expressions that correspond to feelings.
c. Identify verbal expressions that are inconsistent with feelings.
d. Demonstrate verbal and nonverbal elements of communication.

OCCUPATIONAL GUIDANCE AND PREPARATION

17. Knowing and Exploring Occupational Possibilities

70. *Identify Remunerative Aspects of Work*
a. Identify why people are paid for working.
b. Identify why some jobs pay better then others.
c. Discuss personal needs that are met through wages.
d. Discuss positive and negative aspects of different kinds of wages.
e. Given a paycheck stub, calculate deduction information.

71. *Locate Sources of Occupational and Training Information*
a. List sources of occupational information.
b. List information provided by the sources from objective a.
c. Use occupational information sources to demonstrate how to obtain information specific to a job.
d. Locate sources of training information.
e. Identify one kind of information provided by training information.

72. *Identify Personal Values Met Through Work*
a. List economic reasons for working at a job.
b. Identify how a job affects building personal and social relationships.
c. Identify personal needs that can be met through work.
d. Describe how work relates to one's self esteem.

73. *Identify Societal Values Met Through Work*
a. Identify ways in which individual workers help society.
b. Identify ways in which members of a specific occupation contribute to society.
c. Identify ways in which workers on different jobs are interdependent.
d. Describe ways society rewards different occupations.

74. *Classify Jobs into Occupational Categories*
a. Locate jobs using Yellow Pages and want ads.
b. Locate occupational categories and sort jobs into different occupational categories.
c. Locate information about job classifications.
d. List major categories of jobs related to interest.
e. List general job categories.
f. Locate training requirements and wages for common job classifications.

75. *Investigate Local Occupational and Training Opportunities*
a. Select an occupational area and find local employers in the Yellow Pages.
b. Collect and read help wanted ads in the occupational areas selected in Objective a.
c. Utilize sources of employment information.
d. Locate sources of employment information.

18. Selecting and Planning Occupational Choices

76. *Make Realistic Occupational Choices*
a. Identify jobs of interest.
b. Obtain specific information about jobs of interest.
c. Obtain observational information about the above jobs through participation (e.g., on-site visits, work samples, job tryouts).
d. Identify a job of interest that is commensurate with interests and abilities.

77. *Identify Requirements of Appropriate and Available Jobs*
a. Identify the availability and location of jobs.
b. List specific job-related requirements.
c. Identify an alternative for each occupation for which personal qualifications are not commensurate with identified requirements.

78. *Identify Occupational Aptitudes*
a. Identify different aptitudes necessary in the performance of various jobs.
b. Identify personal aptitudes.
c. Identify activities that could improve personal aptitude necessary for a perfect job.

79. *Identify Major Occupational Interests*
a. Identify occupational categories of interest.

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b. Rank areas of personal interest in order of importance in finding occupation.
c. Identify how interests relate to jobs.
d. Describe ways the chosen job of interest relates to future personal goals.

80. *Identify Major Occupational Needs*
a. Identify needs that can be met through one's occupation and rank them in order of personal preference.
b. Identify personal-social needs met through work.
c. Name status needs met through work.
d. Identify factors that the student needs in a personal occupational environment.
e. Identify the most personally satisfying aspects and the least satisfying aspects about a given job.
f. Identify criteria one would use in selecting an occupation.

19. Exhibiting Appropriate Work Habits and Behaviors

81. *Follow Directions and Observe Regulations*
a. Perform a series of tasks in response to verbal instructions.
b. Perform a series of tasks in response to written instructions.

82. *Recognize Importance of Attendance and Punctuality*
a. Identify reasons for good attendance and punctuality.
b. Identify acceptable and unacceptable reasons for tardiness and absenteeism.
c. Identify appropriate action to take if late or absent from work.

83. *Recognize Importance of Supervision*
a. List roles and responsibility of supervision.
b. Identify the appropriate response to a supervisory instruction.
c. Complete a job following supervisor's instructions.

84. *Demonstrate Knowledge of Occupational Safety*
a. Identify potential safety hazards on the job.
b. Identify jobs that require safety equipment and identify the equipment.
c. Identify main reasons for practicing safety on the job.
d. Follow safety instructions on the job (i.e., rubber gloves, safety goggles).

85. *Work with Others*
a. Identify reasons for working with others.
b. Identify the importance of individual components of a cooperative effort.
c. Complete a task working with other persons.

86. *Meet Demands for Quality Work*
a. Identify minimum quality standards for various jobs.
b. Identify reasons for quality standards.
c. Perform simulated work tasks which have minimum quality standards.

87. *Work at a Satisfactory Rate*
a. Identify the need for performing jobs at a satisfactory rate.
b. Identify satisfactory rates required for specific jobs.
c. List reasons why a job must be performed at a certain rate of speed.
d. Perform a job at a satisfactory rate.

20. Seeking, Securing, and Maintaining Employment

88. *Search for a Job*
a. Identify the steps involved in searching for a job.
b. Identify a potential job through employment resources.
c. Arrange a real or simulated job interview.

89. *Apply for a Job*
a. Identify appropriate job application procedures.
b. Collect a personal data sheet to be used for job application.
c. Complete a real or simulated job application with spelling assistance.
d. Apply for a real or simulated job in person or by telephone.

90. *Interview for a Job*
a. Obtain an interview or carry out a mock interview.
b. Identify interview behaviors.
c. Complete a real or simulated job interview.
d. Obtain transportation to and from the interview.

91. *Know How to Maintain Post-School Occupational Adjustment*
a. Identify potential problems encountered on the job.
b. For potential problems, identify potential solutions.
c. Identify resources for assistance if problems cannot be personally resolved.

92. *Demonstrate Knowledge of Competitive Standards*
a. Determine the minimum level of skill and performance required for a specific job.
b. Identify potential remedial activities which might be required by an occupation.
c. Determine the level of personal abilities required for a specific occupation.

93. *Know How to Adjust to Changes in Employment*
a. Identify factors that determine successful employment adjustment.
b. Identify factors that determine unsuccessful employment adjustment.
c. Identify potential employment variations within a specific occupation.
d. Identify factors that lead to termination of employment.
e. Identify factors that lead to promotion at place of employment.

21. Exhibiting Sufficient Physical–Manual Skills

94. *Demonstrate Stamina and Endurance*
a. Identify the need for stamina on the job.
b. Perform at the 80% level of age-normed simulated work task.
c. Identify jobs in which endurance and strength are critical.

95. *Demonstrate Satisfactory Balance and Coordination*
a. Demonstrate satisfactory balance and coordination on nonwork tasks.
b. Demonstrate satisfactory balance and coordination on simulated work tasks.

c. Describe the relationship between balance and coordination and job performance.

96 *Demonstrate Manual Dexterity*
- a. State three different kinds of physical–manual dexterity.
- b. Demonstrate personal level of dexterity in both work and nonwork tasks.
- c. Demonstrate adequate dexterity on work tasks appropriate to an identified occupation.
- d. Identify reasons for dexterity.
- e. Name two occupations commensurate with determined dexterity.

97 *Demonstrate Sensory Discrimination*
- a. Describe five kinds of sensory discrimination.
- b. Demonstrate size and shape discrimination.
- c. Demonstrate color discrimination.
- d. State the need for sensory discrimination on an identified job.
- e. Demonstrate auditory discrimination.

SECTION IV—INTERPRETATION

Although it would be ultimately desirable for each student to achieve 100% mastery, it is difficult to predict whether this goal can be attained in any present educational setting. Each user will be faced with determining whether complete mastery of a specified percentage of the subcompetencies is preferable to a partial mastery of all the subcompetencies. At this time, the suggested method in interpretation involves the user's identification of student strengths and weaknesses. Such identification should prove useful for developing individualized education programs (IEPs), as well as evaluating IEP outcomes. Since the CRS items are actually the subcompetencies of the Life Centered Curriculum, low rated items can be used to establish short term objectives for individualized planning. Readministration of the CRS can then be used to evaluate the effectiveness of such planning by comparing pre- and postintervention ratings.

The CRS user can review student performance and behavior for any given rating period to determine deficient areas. Such a determination can assist both in general curriculum planning and in individualized planning. If a large percentage of students are deficient in particular areas (subcompetencies, competencies, or domains), emphasis on these areas could be incorporated into general curriculum planning. Individual weaknesses can be remedied through revised IEPs. The user should be aware that the rating key allows only three numerical ratings. The operational definition of the 1 rating ("at least one, but not all") makes student progress on a subcompetency possible without a change in numerical rating. A student might require several years to progress from a rating of 1 on an individual subcompetency to a rating of 2. Therefore, in the IEP evaluation, the user should look for short term gains in the larger categories (competencies or domains). The present system will reflect short term gains when used in this manner.

The CRS user can review student performance and behavior over several rating periods to determine progress as well as establishing realistic expectancies for typical student growth and development. This interpretation not only provides the user with suggestions for immediate curriculum planning on a general and individual basis, but also provides suggestions for long range curriculum sequencing. This type of data should prove particularly useful after systematic analysis, since there is little information available to predict typical developmental stages in the career education of these students.

Although the identified subcompetencies, competencies, and domains are felt to be generally comprehensive, there is no evidence at present that these divisions and their sequencing correlate strongly with student ability to master these objectives at any particular age or developmental stage. Thus, the CRS user has an opportunity to either formally or informally establish expectancies and sequencing in each particular setting. In summary, the CRS user can employ results to:

- Determine individual student strengths and weaknesses.
- Develop and evaluate IEPs for individual students.
- Determine group strengths and weaknesses.
- Plan immediate curriculum for groups of students.
- Monitor individual and group progress.
- Establish empirically derived expectancies for individuals and groups.
- Establish empirically derived developmental stages for these students in career education.
- Develop curriculum sequencing and modification to relate to expectancies and developmental stages.

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SPEAKERS

9/20 & 9/27		
	California University of PA Interest Inventory Resumes Portfolios Informational Interviews	Jeannine Metals and Meaghan Redigan Career Services
10/3		
	Laurel Business Institute Mock interview Information about the school	Mrs. Nancy Decker & Mr. Ben Lipniscus
10/4		
	Stephens Investigations State police Private investigations	James Stephens,owner
10/8		
	Intermediate Unit One PATH development	Donna Whoric & Marilyn Nairn
10/29		
	California University of PA Admission requirements Available courses	Jennifer Zagata Assistant Director of Admissions
11/12		
	Fayette Area Vocational Technical School Courses	Mr. Andrew Sholtis Assistant Director of Admissions
11/14		
	Career Blazers Computer School	Louis Harrell Admissions
11/19		
	Uniontown Beauty Academy	
11/20		
	Fayette Area Vocational Technical School LPN program	Marilyn Tyhonas LPN Director
11/26		
	West Virginia Career Institute	Linda Frantz
2/11		
	Penn State University Fayette Campus	Lou Ridgely Admissions

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SAMUEL J. CRAIGHEAD
Executive Director

Work Beyond GED
Speaker Evaluation Form

Name _____ Date _____

Speaker _____ Topic _____

1. The speaker/topic was interesting and informative.

1	2	3
highly agree	agree	disagree

2. Although the topic was not associated with my career cluster, I did gain valuable information today.

1	2	3
highly agree	agree	disagree

3. The presentation could have been improved by...

4. Do you feel that this speaker should remain as a resource person for the Adult Learning Center? Please explain your answer.

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BEYOND THE GED

Interest and Abilities Log

List your personal interests and the abilities you possess under the appropriate headings.

INTERESTS	ABILITIES

Finding A Shadow Experience

1. Have client complete The Career Decision Making System.

2. Have client choose five to ten career choices based on the results of The Career Decision Making System.

3. After client has researched the career choices, have them list the three highest priority ones that are also indicative to your area.

4. Utilizing all sources available (i.e. newspapers, telephone directories, rotary clubs, organizations, friends, and acquaintances) make initial contact.

5. Explain your School to Work program, and the shadowing aspect. (Try to focus on the fact that you want people to have this opportunity BEFORE they enroll in any type of formal training, so that they will be better informed and will not lose valuable time and expense pursuing a job they do not like.)

6. Explain that you have a client that is interested in learning more about that field and would they consider helping them on a one-time basis.

7. If they are in agreement, ask what times are best suited for them. Explain that your client is required to complete a shadow agreement stating that he/she will not be doing any work on the job site and that they must conduct themselves professionally. Tell them that you will call back to confirm the shadow appointment.

8. Confer with the client regarding the time and date of their shadow appointment.

9. Have students complete the shadow contract.

10. Contact the business to confirm the shadow date and time.

11. Personally take shadow contract to the business. Review the contract and have employer sign.

12. Give list of shadow questions to client and review the employers dress code and requirements.

13. Upon completion of the shadowing, client should send a thank you letter.

QUESTIONS FOR YOUR

SHADOWING EXPERIENCE

The purpose of the shadowing experience is to provide you with a greater knowledge of a particular occcupation. There are certain questions you should ask of your shadow partner to help achieve this goal. The following are four questions you must ask and you are required to add four more questions of your choice. Please be sure to conduct yourself professionally at all times and ask only those questions that pertain to your shadowing exp`erience.

1. What do you enjoy most about this job?

2. On a "normal" day, on what activity do you spend the majority of your time?

3. What type of training or schooling do I need to secure this type of job?

4. What is your advice to me regarding this occupation?

Write YOUR four questions in this area?

5.

6.

7.

8.

Intermediate Unit 1
Adult Learning Center
Shadow Program

Agreement for Shadow Placement

Student Name_____ Telephone No._____
Address_____
Student's Shadow Objective_____
Job Category_____
Instructor Recommending the Student_____

GUIDELINES FOR SHADOW PROGRAM

1. All six of the following criteria must be met to be certain that the student is not considered am employee within the meaning of the Fair Standards Act and the Pennsylvania Minimum Wage Act.

   A. The shadowing, even though it may include the actual operation of the facilities, is similar to that which would be given at the Adult Learning Center.
   B. The shadowing is for the benefit of the student.
   C. The students do not displace regular employees, but observe and participate in work occupational activities under close supervision.
   D. The Company derives NO IMMEDIATE ADVANTAGE FROM THE ACTIVITIES OF THE STUDENTS, and on occasion operations may actually be impeded.
   E. The students understand that they are not entilted to a job at the conclusion of the Shadow Program.
   F. The Company and the students understand that no wages will be paid for the time spent in observing and participating.

2. No student will be permitted in the Shadow Program who has failed to maintain a satisfactory discipline record over the previous school year. The instructor recommends students for shadow status. Suspension from class for any school rule infraction would be reason to withhold student's privilege or remove the student from the Shadow Program.
3. A Shadow Agreement must be completed prior to reporting for Shadowing.
4. Students will be assigned for the Shadow experience only during days and hours that the school is in session. Schedules are to be presented before the student goes on Shadowing.
5. Students will be expected to wear the same uniform which is worn during the regular school program unless the Company requires otherwise.
6. Transportation is the responsibility of the student.

7. Each student is expected to be in attendance at the Company the day of the Shadow Program. Early dismissal will not be accepted. The student must call the Adult Learning Center office and the Company on the scheduled Shadow day if it is impossible to attend.

STUDENT SHADOW RESPONSIBILITIES

1. The student will adhere to the Company policy; the student may be asked to leave the Company property for the same reasons as those regular employees.
2. The student must be regular in attendance during the Shadow Program. Early dismissals will not be permitted. If unable to attend because of illness or unforeseen emergency, The Company and and the Adult Learning Center must be notified before the start of the normal work day.
3. The student agrees to be responsible for transportation between the Adult Learning Center and the Company. The student must be covered by automobile insurance for travel to and from the Company. (Pennsylvania State Law)
4. The student understands that no wages will be paid for the time spent in the Shadow Program.

SCHOOL RESPONSIBILITIES

1. The program is under the direct supervision of an instructor.

SHADOW CHECKLIST

Transportation ____
-Student's Medical Insurance Carrier

SHADOW SCHEDULE

DATE: _____ HOURS: _____

The Company will not discriminate in employment, educational programs or activities, based on a race, sex, handicap, or because a person is a disabled veteran of the Vietnam era. This policy of nondiscrimination extends to all legally protected classifications. Publication of this policy is in accordance with

state and federal laws Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973.

The Adult Learning Center will not discriminate on the basis of race, color, national orgin, sex or handicap in its admission procedures, educational programs and activities, or employment practices as required by Title VI, Title IX and Section 504. For information regarding civil rights or grievance procedures, contact the Personnel Office.

The memorandum is for the purpose of outlining the agreement between the Adult Learning Center and the Company on the conditions of the shadowing experience to be given a student. It, therefore, should not be interpreted by either a agency as a legal document or any form of bindng contract.

We, the undersigned, agree to the conditions and statements contained in this agreement.

Student/Learner_____ Date_____

Counselor/Instructor_____ Date_____

The Company Manager
Employee Development and Training_____ Date _____

I, _____, authorize whatever medical services or medicines are deemed necessary.

_____
Student Signature

TEMPERAMENTS
Job savvy

NAME_____ DATE_____

1. Optimist.

Must be free and not tied down
Like working with things
Enjoy the immediate
Like to try new things
Enjoy action for action's sake
Can survive major setbacks
Are impulsive
Are cheerful
Are generous

2. Realist.

Like to belong to groups
Feel obligations strongly
Have a strong work ethic
Find tradition to be important
Are realistic
Are willing to do a job when asked
Need order
Are committed to society's standards
Are serious

3. Pragmatist

Like to control things
Want to be highly competent
Are the most self-critical of all temperaments
Judge people on their merits
Tend to focus on the future
Live for their work
Are highly creative
Strive for excellence
Cause people to feel they don't measure up

4. Idealist.

Are constantly in search of their self
Want to know the meaning of things
Value integrity
Write fluently
Are romantics
Have difficulty placing limits on work
Are highly personable
Appreciate people
Get along well with all temperaments

What kind of temperament do you have? Go through the descriptions above and circle the items in each style that apply to you. The category where you circle the most items is probably your temperament style.

VALUES WORKSHEET
Job Savvy

NAME_____ DATE_____

1. Traditionalist. People in this category value:

Hard work

Loyalty to the organization

Doing things the way they've always been done

The authority of leaders

2. Humanist. People in this category value:

Quality of life

Leaders who are attentive to worker's needs

Autonomy(self-direction)

Loyalty to self

3. Pragmatist. People in this category value:

Success

Achievement

Leaders who reward people for hard work

Loyalty to career

What category do you fit into? Look over the values in each of the three categories. Circle those items that you value the most. Note which category has the most items circled.

1. Write the category that you think best describes you personally. EXPLAIN YOUR REASONS.

RESUME WRITING

WHAT IS A RESUME?

A resume is an advertisement of your skills, experience, education, and accomplishments.

Keep in mind that employers usually spend less than 30 seconds scanning your resume to determine if it deems further consideration. Your resume should be tailored to each position you are applying for. "Customizing your resume is the single most important thing you can do to make it successful." (Besson, P. 45)

The purpose of a resume is not to secure you a job but to obtain an interview.

HOW DO I GET STARTED?

To get started you need to put together a list of your education, work experience, and accomplishments. Do not think in terms of a format yet. The purpose of this exercise is to put down as much relevant information about your life as possible. You will not use all of this information. Once you have this information you can pick and choose what information is relevant and what is not. Take note of the following information:

• EDUCATION

- Name and address of your high school, technical school, including graduation date or expected gradua tion date.
- Grade point average and class rank from each school attended.
- Important classes you've taken, especially those that relate to your intended career. Also include courses that set you apart from others. i.e. foreign language, computer classes.
- Honors and awards you received.
- Clubs and other extracurricular activities including leadership positions held.
- Special training sessions you have attended outside of formal schooling.

•WORK EXPERIENCE

- Names, addresses, and telephone numbers of all past employers, including unpaid, volunteer work.
- Job titles and description of job responsibilities. To refresh your memory answer the following questions:

1. What were my specific duties.
2. What equipment or materials did I use?
3. What skills did I learn?
4. What goods or services did I help produce?
5. What goals or quotas did I meet?
6. How many people did I supervise?
7. What speed, accuracy or volume did I achieve?
8. What on-the-job training did I receive? What did I learn?
9. What improvements, changes did I initiate?
10. What honors or promotions did I receive?

• HOBBIES AND OTHER INTERESTS

- List things you like to do.

DIFFERENT TYPES OF RESUMES

Choose a format that will highlight your skills and achievements in the best possible light. Resume experts acknowledge three essential styles of resumes: Chronological, Functional, and a Combination.

CHRONOLOGICAL RESUME

The chronological resume is the most accepted resume style. Is is a listing of job titles and responsibilities in a chronological order. Current or most recent employment is listed first then works backwards to your first job (or 10 years into the past - whichever comes first). Employers like chronological resumes because they are easy to read. At a quick glance a employer can see job titles, responsibilities and periods of employment for each employer.

The main difference between the chronological format and other types of resumes is the work experience section. In this format you always use job titles, company names and location, and dates of past employment.

FUNCTIONAL RESUME

The functional resume focuses on skills and accomplishments, rather than on when and where you acquired them. In a true functional resume employment dates are not included. Job titles, and employers play a minor part. A word of caution: Most employers are suspicious of an absence of dates, so it is wise to include them, just don't highlight them.

COMBINATION RESUME

This resume format is a combination of both the chronological and functional resume styles. In this type of resume separate sections are often used to describe accomplishments and work history.

PARTS OF A RESUME

No matter the style the following sections must always be included:

HEADING

- Name
  Give your first and last name only. If your name could be mistaken for either sex, then you should use either Mr. or Ms. Do not use a nickname. (Unless you are an international student - then use your nickname or other name in parenthesis).
- Address
  Always give your complete address. Do not abbreviate unless space restrictions require you to do so.
- Telephone number
  Always include your area code. If you are a student living on-campus or away from your permanent address, include your temporary phone number. It is important that an employer can reach you easily. If you have an answering machine, make sure your message sounds professional. Include your work number only if you are allowed to take phone calls at work.
- Other
  E-Mail or other "contact" information maybe included as necessary.

EDUCATION

- Include a summary of your educational background.
- List in chronological order: the highest degree always comes first.
- Include: degree, major, university, and location (city and state), grade point average (if something to brag about), honors and awards.

ex.

Bachelor of Science in Business Administration/Accounting
California University of Pennsylvania, California, PA.
May 1996
Overall QPA: 3.0/4.0 Major: 3.5/4.0

Relevant course work may be included as part of an internship, cooperative education experience, practicum or community service.

If you have little or no work experience your education should be showcased at the top of your resume, right after your career objective (if you have one) or after your heading. Students with a lot of revelant work experience may choose to present that category first.

WORK EXPERIENCE OR EMPLOYMENT HISTORY

- List organization, dates of employment, positions held, and description of job duties.
- With a steady work history you can be very specific on employment dates, but if you have short employment gaps, you can improve the look of your resume by listing just the year.
- Always include a job title for each work experience. The purpose of a job title is to give an employer, at a quick glance, an idea of the type of work your performed. If you have or had a obscure job title, you might want to use a more generic, easily understandable one instead.
- The exception of this rule is when the position you are applying for is similar or identical to the position you have or had.
- This does not mean that you make up a job title that will mislead an employer about your work experience.
- There is no need to include a street address or telephone number of past or present employers, although it can be useful to include the city and state. Your reference list usually includes the full address.

RESPONSIBILITIES & ACHIEVEMENTS

- This is one of the most important parts of your resume.
- List what duties and achievements you have accomplished.
- Use action verbs for effect.
- Whenever possible qualify or quantify your accomplishments. This will make a more powerful statement about yourself.
  - Example: Increased sales. - as compared to: Increased sales by 20% in a six month period.

OPTIONAL INFORMATION

CAREER OBJECTIVE

Including a career of job objective in your resume is optional. Only use if you are applying for a specific position. A career objective should be a concise statement of 10 - 15 words or less. Avoid long rambling career objectives that say nothing. These phrases say nothing and take up valuable space on a resume.

Examples of Good Objective Statements:

- Seeking an accounting position.
- To obtain a summer position working with emotionally and/or physically handicapped children.
- Entry level sales position.

A word of caution: Some employers will only look at a resume if there is career objective, others are not so choosy. You take the risk of having your resume passed over by not including a career objective. The decision is yours.

REFERENCES

Some employers feel that the line: "References Available Upon Request" is a space waster. If you want to include this line then that is all right, but it would be better to write: "References, transcripts, work samples or other information available upon request." Employers assume that when you are seeking employment that you will have references. A list of references should never be included on your resume. If an employer requests a list of references, include them on a separate sheet of paper. Who should you use as a reference? Someone who will say wonderful things about you! Consider past employers, supervisors, and professors.

AFFILIATIONS

List extracurricular activities, membership in academic or professional organizations.

SPECIAL SKILLS

Foreign language or computer skills, certifications, licensures, etc.

HOBBIES OR INTERESTS

If you believe a hobby or interest will enhance your chances of an interview include them, if not leave them out.

PERSONAL DATA

Include only if relevant to job requirements i.e. Willing to travel, relocate, able to work flexible hours.

WHAT SHOULD NEVER BE INCLUDED

- Photographs or illustrations (unless special circumstances exist)
- Health, physical descriptions
- Why you left past jobs
- References
- Salary history or salary requirements
- Negative feelings about travel or relocation
- Early background
- Weaknesses
- Availability
- Titles - Resume, Vitae, Fact Sheet

APPEARANCE

- A resume must be error free. A spelling or grammatical error can knock you out of contention.
- There should be plenty of white space. Make sure your margins are wide enough so the body of the resume won't appear crowded.
- Leave a line space between main headings and each of the elements before them.
- Use bullets instead of long, complicated paragraphs to emphasize key points.
- If you are using a computer, choose a print size and font that is easy to read.
- You can use different type facing to emphasize key words or phrases, such as bold or italic type.
- Be brief and to the point, using phrases rather than complete sentences. Employ the KISS (Keep It Simple Stupid) rule.
- Choose quality paper. Suitable resume paper colors include: white, cream, gray, off-white or ivory.
- Resumes are usually one page in length. <u>Don't</u> leave out vital information just to keep resume to one page. The general rule is one page per every ten years experience.
- Use either a bubble jet, or laser printer to print your resumes. Dot matrix, thermal, near quality letter printers do not produce the "state of the art" quality employers expect.

PROOFREADING YOUR RESUME

As stated previously, your resume must be error free. It is a good idea to have someone you trust check your resume for errors. Choose someone whose opinion you value, and who will give a truthful critique of your resume. Career Services offers resume critiquing. To make an appointment, contact the Career Services office at 938-4413. Once you have written your resume, it is a good idea to let it sit awhile, at least overnight, then look at it again with a fresh outlook.

RESUME BOOKS AVAILABLE AT CAREER SERVICES

Does Your Resume Wear Apron Strings by C. Edward Good.

Does Your Resume Wear Blue Jeans by C. Edward Good.

Sure-Hire Resumes by Robbie Miller Kaplan.

The 90 Minute Resume by Peggy Schmidt.

The Advanced 90 Minute Resume by Peggy Schmidt.

Resumes That Knock' Em Dead by Martin Yate.

The Resume Catalog 200 Damn Good Examples by Yana Parker.

101 Grade A Resumes for Teachers by Rebecca Anthony and Gerald Roe.

Beeson, Tawnee. The Wall Street Journal. National Business Employment Weekley Resumes. New York: John Wiley & Sons, Inc., 1994.

Preparation of a Resume

Format

A factual, well-organized, one-page resume will command attention, while a lengthy, wordy one might be put aside until the interviewer has "more time." Since it is in essence an outline, underlining, highlighting and CAPITALIZATION will accent those features which you wish to emphasize. Make it eye appealing with lots of "white paper," as they do in advertising layout.

A resume should be attractively typed or typeset. Good quality photocopies or xerox copies are acceptable. However, off-set printing looks more professional. Use good quality paper, either white or buff colored.

Content

Make sure that every detail included is relevant. What do you want your resume to say? You may have to write more than one draft until you find one that satisfies you. To conserve space, the language will be somewhat like that of a classified ad.

Headings:

There are no prescribed titles or sequences for the headings you use. The most significant aspect of your resume should be listed first.

Some examples of headings most often used are as follows:

OBJECTIVE, CAREER OBJECTIVE, EMPLOYMENT OBJECTIVE, PROFESSIONAL OBJECTIVE, CAREER GOAL, OCCUPATIONAL GOAL, EMPLOYMENT GOAL.

EDUCATION, EDUCATIONAL BACKGROUND, ACADEMIC BACKGROUND, ACADEMIC RECORD.

EXPERIENCE, WORK EXPERIENCE, EMPLOYMENT EXPERIENCE, EMPLOYMENT HISTORY, EMPLOYMENT BACKGROUND, JOB SUMMARY, WORK SUMMARY, VOLUNTEER EXPERIENCE, MILITARY EXPERIENCE.

SPECIAL SKILLS, JOB RELATED SKILLS, SKILLS, CAREER RELATED EXPERIENCE, JOB RELATED EXPERIENCE, ACCOMPLISHMENTS, ACHIEVEMENTS.

HONORS, EXTRA-CURRICULAR ACTIVITIES, HOBBIES, OTHER INTERESTS, LEADERSHIP ACTIVITIES, SPECIAL DATA, PROFESSIONAL AFFILIATIONS.

PERSONAL DATA (Optional information).

REFERENCES (Available upon request.).

RESUME WORKSHEET

Check your spelling!!! Never use abbreviations for street names. Double check your dates!!

your name_____
address _____
_____
phone ___(___) ___ -

CAREER OBJECTIVE

Seeking employment as a/an _____

EDUCATION

Adult Learning Center
23 Connelsville Street
Uniontown, PA 15401

WORK EXPERIENCE

date_____ Job title _____
Company name _____
Describe your duties_____
_____

date_____ Job title _____
Company name _____
Describe your duties_____
_____

VOLUNTEER SERVICE

date_____ Describe any volunteer _____
service with which you _____
have participated _____

REFERENCES

Available upon request

RESUME WORKSHEET

_____
_____
_____
_____

OBJECTIVE

Seeking a position in the field of _____ *with special emphasis on* _____ *and* _____ *using my proven abilities in* _____ *and* _____.

EDUCATION

1996 — High School Diploma
City High School, Pittsburgh, PA

SKILLS

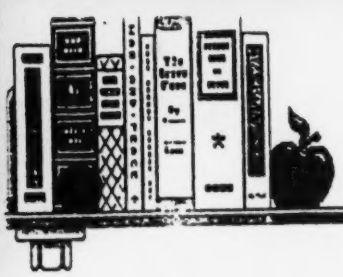
Academic/Technical -
-
Personal Management -
-
Teamwork -
-

EXPERIENCE

1995-1996 — Reader's Book Store
Uniontown, PA

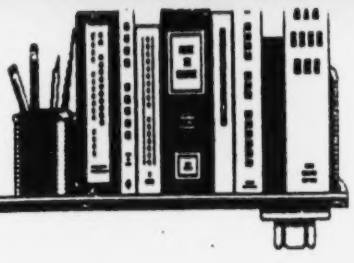
_____ _____
_____
_____ _____
_____

HONORS/ACTIVITIES



CAREER SERVICES

CALIFORNIA UNIVERSITY
(412)938-4414



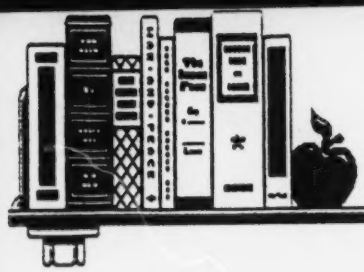
FUNCTIONAL SKILLS

Circle the skills that you possess. These can be skills you have acquired in school, in extra-curricular activities, in hobbies you have pursued, or any in work experience that you have had. If you have a skill that is not indicated please add it to the last column.

Analyzing quantitative data
Arranging social events
Building or constructing
Coaching for performance
Collecting information
Commercial art (graphics)
Committee work
Computing statistical data
Confronting others
Coordinating events
Counselling others
Creating visual displays
Decision making
Design of interiors
Developing mathematical models
Dramatics (on-stage or backstage)
Drawing diagrams, charts
Editing written work
Electronic data processing
Entertainment
Fundraising
Helping others with physical problems
Instructing/Teaching
Interviewing people
Inventing new ideas
Keeping track of funds/budgets
Laboratory work
Language usage
Legal activities
Library research
Making decisions about the use of money
Managing other people
Mechanical work
Meeting the public
Mentoring anothers progress
Negotiating with people
Obtaining information (detective work)
Orderly record-keeping
Organizing data
Organizing leisure time for others
Organizing people
Outdoor experience
Persuading others
Planning programs
Prepare written documents
Problem solving
Promotional work
Providing a personal service
Public speaking
Reading technical manuals
Scientific field work
Scientific writing
Selling ideas
Selling products
Selling with words
Supervising others work
Training others
Treating ailments
Working with Scientific equipment
Writing instructions for others
Writing essays or articles
Writing speeches for yourself or others

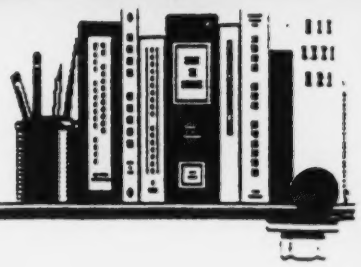
_____

_____



CAREER SERVICES

CALIFORNIA UNIVERSITY
(412)938-4414



WRITE THIS WAY FOLKS!

accelerated
accomplished
accounted for
achieved
acquired
added
adjusted
administered
advised
aided
alphabetized
analyzed
anticipated
applied
appointed
appraised
arbitrated
argued
arranged
assessed
assisted
assumed
assured
attended
authored
authorized
awarded
began
bolstered
boosted
bought
briefed
brought
budgeted
built
calculated
cataloged
caught
caused
chaired
changed
checked
chopped
chose
classified
cleared up
closed
combined
communicated
compared
completed
composed
conceived
concluded
conditioned
conducted
constructed
continued
contracted
controlled
convinced
coordinated
copied
corrected
counseled
counted
crafted
created
critiqued
dealt
debated
decided
defined
delegated
delivered
demonstrated
designed
determined
developed
devised
did
digested
diminished
directed
discovered
drafted
dramatized
drew up
dropped
earned
edited
educated
elected
employed
encouraged
enjoyed
enlarged
enlisted
ensured
entered
established
estimated
evaluated
excelled
executed
exercised
expanded
expedited
explained
explored
familiarized
filed
financed
forecast
foresaw
formulated
forwarded
fostered
found
gained
gathered
gave
grabbed
grated
greeted
grossed
guided
handled
hastened
heightened
helped
highlighted
hiked
housed
hunted
identified
implemented
improved
included
incorporated
increased
indicated
initiated
innovated
inspected
instructed
insured
interpreted
interviewed
introduced
investigated
joined
kept
labored
launched
lectured
led
licensed
located
looked
made
maintained
managed
mapped out
maximized
met
modified
monitored
motivated
moved
named
neatened
negotiated
netted
observed
opened
operated
ordered
organized
overcame
oversaw
paid
painted
participated

perceived
performed
persuaded
pioneered
placed
planned
played
policed
prepared
presented
prevailed
processed
produced
profited
prgorammed
prohibited
projected
promoted
proofed
proved
purchased
put
qualified
quickened
ran
rated
realized
received
recognized
recommended
reduced
related
renovated
reported
rescued
researched
resulted in
returned
revealed
reviewed
revised
said
saved
saw
scouted
screened
scrutinized
selected
sent
served
set
shipped
shored up
showed
sifted
simplified
smoothed
solved
sought
spearheaded
specified
spoke
started
stopped
straightened
streamlined
strengthened
stripped
studied
submitted
suggested
summarized
supervised
supported
surmounted
surveyed
targeted
taught
tested
tightened
took
took over
totaled
toured
tracked
trained
transferred
transformed
translated
traveled
treated
tutored
typed
uncovered
unearthed
unfuried
updated
upped
welcomed
won
worked
wrote

Questions Frequently Asked During the Interview

1. Tell me about yourself.
2. What are your future career/educational plans?
3. What type of position/major interests you?
4. Why do you want to come to this school, work for this agency/company?
5. What jobs have you held? How were they obtained? Why did you leave?
6. What courses did you like best? Least? Why?
7. Did you earn spending money during high school? How? What percentage of your college expenses did you earn?
8. What do you know about this school, company, agency?
9. What qualifications do you have that make you feel that you will be successful in your chosen field (in this job) ?
10. What offices have you held?
11. What is your grade point average and/or class standing?
12. What personal characteristics are necessary for success in your chosen field (in this job) ?
13. Do you prefer working with others or alone?
14. Can you handle constructive criticism?
15. Would your previous teachers employers give you recommendations?
16. Have you ever had any difficulty getting along with fellow students? Faculty? Co-workers?

TABLE OF CONTENTS

Cover letter

Resume

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Diploma

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Samples of Work

Career blazers®
LEARNING CENTER

LEARN PC SKILLS !

A Few Facts About Career Blazers Learning Center

Career Blazers Learning Center is a training center providing instruction in current computer skills. Trainees choose a course of study from a wide variety of 10-, 20- and 40 hour personal computer applications such as Windows, WordPerfect, Word for Windows, Paradox, Access, Lotus, Excel, DOS, PageMaker, PowerPoint, Internet and PC Keyboarding. We also offer a longer 320 hour combination programs.

How does Career Blazers Learning Center differ from other PC training?
All training is self-paced, individualized and completely flexible. The modern and business-like environment promotes learning. Trainees are free from distractions working at their own PC station. And because we have served the business community for 50 years, we know which skills are most in demand for today's job market. This credibility with respect to employment is a major advantage for our trainees.

Can I design my own class schedule?
Absolutely. What other Training Center gives you a choice as to when it is most convenient for you to attend? We give you the freedom to train according to a personalized and convenient schedule that you have designed yourself. You will learn in a goal-oriented environment that encourages self-motivation, responsibility and a sense of accomplishment. New courses start daily and are offered days, evenings and weekends.

Best of all, if you need more time to complete an assignment, you can do so without holding up the class. Similarly, faster students can move ahead. Everyone works at his or her own pace and, if you miss a class, make-up sessions are always available.

Who does the teaching?
Knowledgeable and thoroughly trained instructors and aides act as facilitators to guide your performance toward your individual goals. They are available to answer questions about coursework, diagnose PC concept areas where you are weak and prescribe measures to improve your performance. Our instructors want to be sure that you have mastered each computer function before you move on to the next step. **Career Blazers Learning Center** offers a caring, knowledgeable instructional staff who will help make your time spent in our classroom enjoyable and meaningful.

What about finding a job?
All students are eligible for free placement assistance through our placement department. Of course, while placement assistance is always available, we cannot guarantee employment to any student.

If you wish to learn skills designed to improve or enhance your career, then you owe it to yourself to explore **Career Blazers Learning Center**. An Admissions Representative will answer your questions or take you on a tour of our facilities. We would be happy to meet with you at your earliest convenience.

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WORK BEYOND GED

Sue R. Conrady,
ABLE Coordinator
Intermediate Unit I

1996-97
Project 98-7011
Product

Student Activity Log

WORK BEYOND GED

Activity Log

Activity: Career Decision Making System

Activity Log Number: #1

Objective: To determine a minimum of 3 career clusters that relate to the client's interests and abilities.

Synopsis: The CDMS(revised) is a self-directed activity that formulates students' information concerning their interests, abilities, work values, and future plans. It then identifies career clusters that the student should further research.

Recommendations: I use this as my first activity. It greatly assists in the career information and guidance necessary to develop a person's individual curriculum. Upon completion, students list the 3 or 4 identified career clusters on their activity log and record the date.

WORK BEYOND GED

Activity Log

Activity: Interest/Ability Log (Informal)

Activity Log Number: #2

Objective: The client will be able to identify and list his/her own abilities and interest and utilize this list to identify a possible career path.

Synopsis: This is an informal inventory of the client's interests and abilities. Students simply draw a line vertically through the center of their paper. They label the left side interests and the right side abilities. Students then lists as many items as they can think of under each heading. If the student has difficulties, they are directed to the "Discover A Job" charts for ideas and motivation. The instructor also asks questions trying to illicit information that is relevant to determining interests and abilities that the students possess.

Recommendations: This activity is helpful for those students who have difficulty identifying their abilities. I do not use it with all students because the CDMS usually provides an adequate amount of guidance.

WORK BEYOND GED

Activity Log

Activity: Skills Inventory

Activity Log Number: #3

Objective: The client will organize their life experiences into nine job skills categories.

Synopsis: This activity requires students to name ten things they have done that have been sources of fulfillment or satisfaction. Then the student completes a checklist that has been divided into nine skills categories. After tabulating the results of the checklist, the student refers to the Career Finder Section of the text to discover some types of careers associated with their particular job skills.

Recommendations: The majority of my clients found this activity difficult and non-motivational.

WORK BEYOND GED

Activity Log

Activity: Newspaper Classifieds

Activity Log Number: #4

Objective: Utilizing local and city newspapers, students will find the prevalence of jobs in our area that are related to their career choices. Students also discover that classifieds are not an effective job search tool.

Synopsis: Students are required to find classified ads that are related to any of their career clusters. On an index card, they record the source, date, job title, a brief description of the job, qualification prerequisites, and contact information. The cards then become part of their working portfolio for future reference.

Recommendations: I used the local and Pittsburgh paper so that students could see that greater opportunities exist in the larger cities. The cards provide future references for their actual job search. I have found this activity very pertinent to the school-to-work program.

WORK BEYOND GED

Activity Log

Activity: Newspaper

Activity Log Number: #5

Objective: Students will utilize the newspaper as a source to locate potential schools and/or future employers related to the predetermined career clusters.

Synopsis: Students are instructed to use the newspaper itself, not the classifieds, as a source for locating potential employers or schools. They are encouraged to read the advertisements and articles about all businesses. Resource cards are then completed that list the company or school name, address, and telephone number. These cards become part of their working portfolio and are later used to conduct informational interviews.

Recommendations: This activity can be done anytime after the CDMS has been administered. However, I do this activity before the lesson on informational interviews so they already have resources in place for their calls. I have found this to be a useful exercise.

WORK BEYOND GED

Activity Log

Activity: Telephone Directory

Activity Log Number: #6

Objective: Students use the telephone yellow pages or The Business to Business directory to locate ten businesses or schools related to their career choices.

Synopsis: Using local and city yellow pages, clients locate schools and/or companies that are related to their career choices. Resource cards are then completed with the name of the school or business, the address, and the telephone number. These are then placed in the client's working portfolio for future reference.

Recommendations: This activity has been helpful to my clients. Along with obtaining resources, they are also mastering a research skill that will benefit them throughout their lives.

WORK BEYOND GED

Activity Log

Activity: Application (simple)

Activity Log Number: #7

Objective: The Student will be able to complete a simple job application accurately and neatly.

Synopsis: After classroom instruction, the student gathers the standard information required on basic applications. (education, work experience, addresses, references) Then they complete the application in pencil. After the instructor's evaluation, a new application is completed neatly and accurately in ink. The final copy is placed in the student's working portfolio to assist them with future applications.

Recommendations: I have found this beneficial to the majority of my students.

WORK BEYOND GED

Activity Log

Activity: Application (complex)

Activity Log Number: #8

Objective: The student will be able to complete a more complex application (employment or educational) accurately and neatly.

Synopsis: After classroom instruction, the student works with the instructor to complete a more complex application. The original is completed in pencil with guided instruction. The student then exchanges applications with another student and as a class we check the application to be sure that the directions were followed. After final evaluation by the instructor, a "final" application is prepared in ink by the student. This is placed in the students working portfolio for future guidance.

Recommendations: Although this activity most benefits the students planning on enrolling in further education, I believe it is viable for all students to complete this exercise. Since the completed copy is in their portfolios, they will always have this resource available should the need arise.

WORK BEYOND GED

Activity Log

Activity: Resume (speaker)

Activity Log Number: #9

Objective: After class lesson, students will be able to name the major reasons for creating a resume, its major components, and the types of resumes styles that are acceptable in the workforce.

Synopsis: Utilizing text, overhead transparencies, class lectures, and discussions, students learn the most common types or resumes and what items to include in one. Common formats and distributing techniques are also taught. Using resume worksheet, students compile information pertinent to creating a successful resume.

Recommendations: This is a very valuable activity for students.

WORK BEYOND GED

Activity Log

Activity: Resume (Rough Draft)

Activity Log Number: #10

Objective: The student will display knowledge of resume writing by creating a rough draft resume.

Synopsis: Using the resume worksheet and handouts, the student will complete their rough draft. Then with the assistance of fellow students and the instructor corrections are made as necessary. A computer copy is then typed and printed for further evaluation.

Recommendations: This exercise has many benefits. Not only does the student learn how to write a resume, but he also learns the processes of editing and revising. These skills can then be transferred to other forms of formal writing.

WORK BEYOND GED

Activity Log

Activity: Resume (professional)

Activity Log Number: #11

Objective: Students will have a complete resume that is neat, concise, and accurate.

Synopsis: After revising the rough draft, the student submit their final copy to be printed on resume paper. Each student receives two copies of their resume for the portfolio. The instructor retains on copy on computer paper.

Recommendations: This has been especially helpful to those students who have been actively pursuing work. An improvement would be to have the student do the actual typing of the resume using classroom computers or utilizing resume software packages/

WORK BEYOND GED

Activity Log

Activity: Informational Interview

Activity Log Number: #12

Objective: After class lesson, students will demonstrate knowledge by conducting an actual informational interview and recording an interview card.

Synopsis: Using text, overhead transparencies, class lectures and class discussions, the student learns about the value of the informational interview. Students are then given guided instruction on conducting an informational interview and how to complete an interview file card. Students are then required to conduct at least one informational interview on their own.

Recommendations: This is a very IMPORTANT activity. Research supports the claim that this is the MOST EFFECTIVE job seeking technique.

WORK BEYOND GED

Activity Log

Activity: Mock Interview (demonstration)

Activity Log Number: #13

Objective: Student will be able to name appropriate behaviors for effective interviews.

Synopsis: Two people act out two versions of an employment interview. In one, the applicant displays many inappropriate behaviors and responses. The other, is presented in a manner that the applicant conducts herself in a very professional manner. A discussion about both portrayals follows.

Recommendations: This appears to be an effective and humorous way to demonstrate how inappropriate conduct effects an employment interview.

WORK BEYOND GED

Activity Log

Activity: Interview preparation

Activity Log Number: #14

Objective: Students will demonstrate interview preparation by answering frequently asked interview questions both verbally and in writing.

Synopsis: After reading various sections in the texts on interviews, students will discuss commonly asked interview questions and appropriate answers. They will then receive a copy of the handout entitled "Frequently Asked Interview Questions". Each student will write answers to an average of 5 questions and turn them in for teacher evaluation. After the evaluation, the student will discuss with the teacher his/her responses. The teacher will then ask other interview questions that are geared toward the students career choice. Both the teacher and student work together to comprise written responses to all the questions.

Recommendations: Interview preparation is a necessity to all students. This activity should be in all school-to-work classrooms.

WORK BEYOND GED

Activity Log

Activity: Mock Interview (professional)

Activity Log Number: #15

Objective: By applying knowledge obtained through classroom lessons, students will complete a mock interview conducted by a business person.

Synopsis: Students will participate in a mock interview with a business professional. The interviewer will gear the interview toward the career focused on by the student. Along with career-specific questions, the interviewer will ask common questions that relate to any work field. Afterwards the interviewer, student and instructor will discuss the strong and weak points of the interview. If possible the interview will be video taped.

Recommendations: This exercise is valid for several reasons. First, it gives the student practice with an unbiased person. Secondly, the student will be able to SEE if they are doing something because of nervousness.(ie. bouncing their foot.) Thirdly, a professional can offer advice based on his/her own hiring procedures.

WORK BEYOND GED

Activity Log

Activity: Career Research File Cards

Activity Log Number: #16

Objective: Students will research a minimum of 3 careers of interest and then complete file cards that include important information regarding those careers.

Synopsis: Utilizing the Occupational Outlook Handbook and The Dictionary of Occupational Titles, the student researches careers of interest. They record pertinent information on index cards for their future reference. Information that should be included but not limited to would be a brief job description, educational requirements, working conditions, salary, and employment outlook.

Recommendations: This activity has proven valuable in expanding student's knowledge base of their career interests. Occasionally it has assisted in redirecting the student's focus to other more realistic positions and goals.

WORK BEYOND GED

Activity Log

Activity: Cover Letter

Activity Log Number: #17

Objective: Students will use the computer to compose a sample cover letter that would be sent to potential employers.

Synopsis: After classroom instruction, the student reviews many samples of cover letters found in the text books. They choose an appropriate style and format and one with which they are comfortable. Using the word processing program, they create a "generic" cover letter for their portfolio. This is used primarily as a sample for their future needs.

Recommendations: Since it is standard procedure to include a cover letter with a resume this is a very necessary activity.

WORK BEYOND GED

Activity Log

Activity: Job Shadowing

Activity Log Number: #18 and #19

Objective: Before entering training or taking a job in a particular area, the student will gain first hand knowledge regarding a career of choice by "shadowing" an actual working doing the specific job of interest.

Synopsis: The student will follow a worker for one shift at an actual job site. The student will have four specific questions to ask and four of his own choosing to illicit valuable information concerning his career choice. The student will not receive payment for this day and is not permitted to do any actual work during his shadow experience.

Recommendations: I have found this activity especially helpful. Some of my students have decided not to enter certain careers and others have become more determined to pursue their initial job choice.

WORK BEYOND GED

Activity Log

Activity: Speakers

Activity Log Number: #20 and #21

Objective: Students will gain more knowledge concerning careers, job search methods, and educational opportunities through resource people.

Synopsis: A variety of speakers are invited to talk to students concerning their areas of expertise. Students are given ample opportunity to ask questions and complete evaluation forms concerning the speaker and his topic.

* A list of the speakers that were utilized is included *

Recommendations: The students have evaluated most of the speakers as informative, knowledgeable, and beneficial.

WORK BEYOND GED

Activity Log

Activity: Mentorship

Activity Log Number: #22

Objective: After having on-site hands on training, the student will demonstrate a working knowledge of a job that correlates to his/her interests and abilities.

Synopsis: A student would be matched with a business that correlated to the results of the CDMS. The student would then work at that site for a period of two - eight weeks to learn how to do that particular job. This would be on-the-job training without pay.

Recommendations: This activity proved difficult to implement in Adult Education for the following reasons.

1. My students need to support their families or themselves and could not give up a number of hours to training without benefit of wages.
2. Insurance coverage was not available through our facility, therefore, employers would need to provide coverage.
3. The job market was not diversified enough to provide experiences in the various fields of interest.
4. Students did not always have reliable transportation.
5. Many of my students have had, in their past, problems with responsibility. Only a few showed an earnest desire to dedicate their time to a full-time job.

WORK BEYOND GED

Activity Log

Activity: Career Cluster Videos

Activity Log Number: #23 and #24

Objective: To provide student an opportunity to learn about an entry level position focusing on the daily routine, educational requirements, and job advancement that pertain to that job.

Synopsis: Enter Here is a resource library consisting of 100 well-made videos that introduce entry level jobs that are available without a traditional four year college degree. The tapes are hosted by actual workers who discuss what they do, the necessary skills that are required, and how to advance in their specific career.

Recommendations: I recommend that my clients view at least 3 videos based on the career clusters determined with the CDMS. After viewing, the clients record the title and viewing dates on their activity log. A copy of the student handout that accompanies each tape is placed in the student's working portfolio.

WORK BEYOND GED

Activity Log

Activity: Small Group Inventory

Activity Log Number: #25

Objective: Student will evaluate the performance of a small group in which he was a member.

Synopsis: Upon completion of a simulation titled "The Game", found in I Am Already Successful, the student completes an evaluation form also located in the same text.

Recommendations: Due to the sporadic attendance of the students in the Adult class, this activity was never successfully completed.

WORK BEYOND GED

Activity Log

Activity: Self-Inventory

Activity Log Number: #26

Objective: The student will evaluate his/her performance regarding a simulation exercise.

Synopsis: The student will evaluate himself in seven areas of interest that have been dealt with in Section 1 of the text entitled I Am Already Successful.

Recommendations: This activity was never realized in the Beyond The GED classroom.

WORK BEYOND GED

Activity Log

Activity: Getting Along with Supervisors

Activity Log Number: #27

Objective: The student will discover facts about supervisors and their relationship with employees so that the two may learn to work harmoniously together.

Synopsis: Through exercises and case studies found in chapter seven of the text, Job Savvy, the student has the opportunity to view the workplace form a supervisor's perspective.

Recommendations: This chapter is especially helpful in developing a better awareness of the things required of a supervisor. Better knowledge leads to a better work atmosphere for all people involved.

WORK BEYOND GED

Activity Log

Activity: Getting Along with Others

Activity Log Number: #28

Objective: The student will learn the reasons and methods to be an effective team player.

Synopsis: Utilizing chapter eight in the text, Job Savvy, the student is given opportunities to find solutions to problems that might develop between co-workers.

Recommendations: By working through the situations presented in the text, the students become better prepared to deal with special problems that occur in the real work world. The situations are catalysts to in-depth group discussions and often prompt great essay topics.

WORK BEYOND GED

Activity Log

Activity: Policy Manuals

Activity Log Number: #29

Objective: The student will be able to utilize a policy manual to locate answers to specific job related questions.

Synopsis: The student first completes the unit on policy manuals found in the text Obtaining Information and Using Resources. Then using actual policy manuals from various businesses, the student finds the answers to specific questions regarding that business.

Recommendations: This exercise is valuable to all students because the majority of businesses have employee handbooks or policy manuals that state information for which the employee will be held accountable.

WORK BEYOND GED

Activity Log

Activity: Purchasing and Selling Unit

Activity Log Number: #30

Objective: The student will convert fractions to compute discounts, verify sales tax and discounts, identify details about products, use product information to make a sale, compare costs against a budget, and place an order to demonstrate skills in the area of purchasing and selling a product.

Synopsis: Using Unit II of Obtaining Information and Using Resources, the student is guided through many work related activities including the completion of authentic work reports, schedules, and order forms.

Recommendations: All employees benefit from these activities regardless of their ultimate career choices.

WORK BEYOND GED

Activity Log

Activity: Shipping and Receiving Unit

Activity Log Number: #31

Objective: The student will read an odometer, schedule transportation, use postal rate tables, and complete receiving records to demonstrate skill in shipping and receiving.

Synopsis: Using Unit III of Obtaining Information and Using Resources, the student is guided through many work related activities including understanding mileage charts and transportation schedules, calculating miles per tank of gasoline, measuring time and rate of speed, locating shipping information, comparing parcel delivery services, and interpreting and processing shipping documents.

Recommendations: These activities are common to most people in their daily lives and are therefore beneficial to all students.

WORK BEYOND GED

Activity Log

Activity: Production of Goods and Services

Activity Log Number: #32

Objective: The student will use conversion tables, determine shipping cost by weight, interpret a pressure gauge, and calculate real costs to demonstrate skill related to the production of goods and services.

Synopsis: Using Unit IV of Obtaining Information and Using Resources, the student is guided through many work related activities including measuring time and space, using weights and measures, understanding temperature and pressure levels, and understanding units of time in relationship to pay rates and amounts.

Recommendations: This unit is especially beneficial to those students who are interested in careers related to systems, tools, and technology.

WORK BEYOND GED

Activity Log

Activity: Workplace Competencies

Activity Log Number: #33

Objective: The student will learn to use basic skills and knowledge to plan and carry out projects.

Synopsis: In the text, Improving Workplace Competencies, the student works in the unit that is closest related to the students career choice. Each unit incorporates tasks that are performed by workers in a particular occupation. Each project is comprised of a series of tasks that require a mix of reading, writing, communication, computation, and problem-solving skills. The tasks presented in this tasks enforce previously taught skills and require the ability to transfer skills into similar but different job related situations.

Recommendations: It is very necessary for students to transfer skills from one task to another task. The activities presented in this text are an excellent way to demonstrate mastery.

WORK BEYOND GED

Activity Log

Activity: Workplace Performance

Activity Log Number: #34

Objective: The student will learn to use basic skills and knowledge to plan and carry out projects.

Synopsis: In the text, Improving Workplace Performance, the student works in the unit that is closest related to the students career choice. Each unit incorporates tasks that are performed by workers in a particular occupation. Each project is comprised of a series of tasks that require a mix of reading, writing, communication, computation, and problem-solving skills.

Recommendations: Students have found the activities in their units beneficial and often have completed documents to include in their portfolios.

WORK BEYOND GED

Activity Log

Activity: Problem Solving Skills Unit

Activity Log Number: #35

Objective: Students will be introduced to a variety of ways to approach and solve problems utilizing their own creativity and techniques discussed in the text.

Synopsis: Utilizing chapter nine in the text, Job Savvy, students learn several techniques for approaching common problems in the work force. Through individual and team efforts, students find various ways to find solutions to these problems.

Recommendations: The ability to problem solve is ranked high by employers in regard to necessary work skills. This unit is imperative to anyone seeking employment.

WORK BEYOND GED

Activity Log

Activity: Work Ethics Unit

Activity Log Number: #36

Objective: The students will utilize guidelines for making choices when the answers to ethical decisions may not be clear.

Synopsis: In chapter ten of, Job Savvy, students are given typical case studies that involve ethical questions. They make decisions about what consequences should take place based on their existing knowledge. The students are then presented with guidelines to use when faced with ethical dilemmas. After guided instruction, the students then reevaluate their first decisions. A variety of case studies are presented and many classroom discussions evolve throughout the chapter.

Recommendations: Although the text offers no pat answers, this chapter is very helpful in giving students guidelines to follow when faced with ethical dilemmas. The workplace is inundated with ethical choices and this unit helps workers approach situations with a plan of action.

WORK BEYOND GED

Activity Log

Activity: Cooperative Team Simulation

Activity Log Number: #37

Objective: Students will work cooperatively to reassemble a previously displayed item.

Synopsis: Students are grouped into teams of 3 or 4 people. Then simultaneously they are shown an object created with Legos. After studying the object for 5 minutes, it is removed and each group receives a package containing the correct Lego pieces to reassemble the item. The groups are given 15 minutes to work together to build the item. After 15 minutes, they get another 3 minutes to look at the original. Corrections can be made after the original is taken away. A 5 minute time limit is placed on the correction time. Finally, their creations are placed next to the original. The students then do evaluations on themselves and their group, regarding their cooperation abilities. Class discussion follows, and the activity is done again, with different groupings and a different object.

Recommendations: This is a highly motivational activity and provides a fun and effective way of demonstrating a persons lack of cooperative skills. The repetition provides opportunity for improving the skill.

WORK BEYOND GED

Activity Log

Activity: Computer Awareness

Activity Log Number: #38

Objective: The student will demonstrate basic knowledge of computers by turning the computer on and off, operating the mouse, utilizing the keyboard, and using a software program.

Synopsis: In small groups or individually, the instructor will teach the basic parts of the computer and demonstrate simple operational procedures. Then with guided instruction each student will name the basic parts, turn the computer on and off, and use the keyboard and mouse in conjunction with a software program.

Recommendations: Students have greatly benefited from this activity by gaining basic familiarity with a computer and by overcoming their fear of operating a computer.

WORK BEYOND GED

Sue R. Conrady,
ABLE Coordinator
Intermediate Unit I

1996-97
Project 98-7011
PRODUCT

Curriculum Resource List

WORK BEYOND GED

Curriculum Resource List

Title: Career Decision Making System (Revised)

Author: Harrington, O'Shea

Publisher: American Guidance Service

Synopsis: The CDMS (Revised) is a self-directed activity that formulates students' input concerning their interests, abilities, work values, and future plans. Then, it identifies career clusters that the students should research further.

Recommendations: This sytsem is easy to implement and has been very accurate. Once the career clusters have been identified it is much easier to develop the students' programs of instruction.

WORK BEYOND GED

Curriculum Resource List

Title: Enter Her (Video Series)

Author: Enter Here L.L.C.

Publisher: Enter Here L.L.C.

Synopsis: Enter Here is a resource library consisting of 100 video tapes that introduce entry level jobs that are available without a traditional four-year degree. Actual workers talk about what they do, the necessary skills, and how to advance in their chosen field. Each tape runs approximately 11 minutes.

Recommendations: I have found the tapes helpful in providing clients with an introduction to various entry level positions. The student hand-out provides career-specific information including training, wages, and potential employers. It is an excellent reference source. I do not use the previewing suggestions since they are not practical in an Adult Classroom setting.

WORK BEYOND GED

Curriculum Resource List

Title: Getting The Job You Really Want

Author: J. Michael Farr

Publisher: JIST

Synopsis: Getting The Job You Really Want is a career planning and job search book that includes narrative, examples, and in-book activities. It covers career planning, job seeking skills, and career advancement.

Recommendations: This book is presented in an easy-to-read format. The interviewing and resume writing sections have been very helpful to my clients. The chapter on surviving a new job has also been educational.

WORK BEYOND GED

Curriculum Resource List

Title: The Very Quick Job Search

Author: J. Michael Farr

Publisher: JIST

Synopsis: This book is a complete guide for job seekers. It includes such topics as effective job search basics, completing applications, and interviewing techniques. It includes some in-book activities and excellent samples of resumes, cover letters, and thank you letters.

Recommendations: I have found this book to be an excellent resource in my classroom. The material is presented in a logical sequence and is easily understood. My clients have used the sample resumes and cover letters when compiling their own correspondences.

WORK BEYOND GED
Curriculum Resource List

Title: The Quick Interview and Salary Negotiation Book

Author: J. Michael Farr

Publisher: JIST

Synopsis: The Quick Interview and Salary Negotiation Book is a comprehensive guide that covers both traditional and non traditional interviews. Worksheets and examples are included to enhance instruction.

Recommendations: I have used this book to write and plan my lessons. It has a wealth of information concerning the interview process. Reading the entire book would be very time consuming and requires a higher reading ability. For these two reasons, I seldom have students work the entire book.

WORK BEYOND GED
Curriculum Resource List

Title: Why Should I Hire You?

Author: J.M. Farr and Susan Christopher

Publisher: JIST

Synopsis: This workbook contains instruction and activities related to job interviews. It is presented on a 5-6 grade reading level and provides in-the-book checklists, activities, and examples related to interviewing.

Recommendations: I have found this book to be very helpful. Students can use this book alone for instruction or in conjunction with class presentations.

WORK BEYOND GED
Curriculum Resource List

Title: An Introduction to Job Applications

Author: J. Michael Farr and Susan Christopher

Publisher: JIST

Synopsis: This workbook is designed to teach an applicant how to use an application as a means of presenting a positive impression. It is filled with valuable activities and includes instruction on the basic components of job applications. Actual applications are included for completion by the reader.

Recommendations: Using this workbook has been very beneficial. My clients use their perfected applications while completing those found during their job search. This assures that they have done an accurate and professional job when it matters the most.

WORK BEYOND GED
Curriculum Resource List

Title: I Am Already Successful

Author: Dennis Hooker

Publisher: JIST

Synopsis: In this book, the reader is taught to find and accept good things about himself. He is shown ways to be more productive, to try new things, and to take reasonable risks. The ultimate goal is for the reader to realize that he is already successful and can become anything he wants to be.

Recommendations: Because of the average age of my clientele, I have not often used this book. The activities, though effective and interesting, are geared for a younger audience. I have used some of the lessons on self-awareness with the teenagers in my class that have difficulty realizing their talents or skills.

WORK BEYOND GED
Curriculum Resource List

Title: The JIST Career Planning & Job Search Course (text)

Author: J. Michael Farr

Publisher: JIST

Synopsis: This is one book out of a four-book course that includes twenty one-hour sessions. It is geared for those students who have already chosen their careers. The two-part goal of this curriculum is to assist people in clarifying the sort of position they want and how to obtain that position in less time.

Recommendations: I have found this book extremely valuable in my classroom. The lessons are easily adapted to my objectives and provide useful information in an interesting format.

WORK BEYOND GED
Curriculum Resource List

Title: The JIST Career Planning and Job Search Course (transparency set)

Author: J. Michael Farr

Publisher: JIST

Synopsis: These 52 multicolored overhead transparencies cover key points in the job planning and seeking processes. They are designed as a compliment to the JIST Career Planning and Job Search Course.

Recommendations: These have been a wonderful visual aid in my program. The colorful graphics hold your interest while presenting pertinent information. I think this would be an asset in any job-search class.

WORK BEYOND GED

Curriculum Resource List

Title: Essential Skills For the Workplace: Level One
Obtaining Information and Resources

Author: Strumpf, Mains

Publisher: Contemporary

Synopsis: Essential Skills for The Workplace teaches SCANS competencies by using functional contexts that require learners to integrate reading, writing, computation, problem solving, and communication skills to complete workplace tasks and projects.

Recommendations: In this text, I have all my students do the sections on Purchasing and Selling because the information presented is usually a part of everyone's daily life. I have also used the chapters on Policy Manuals, Weights and Measures, and Reference Chapters for further instruction after a student has already completed the chapters related to his/her career clusters that are found in the accompanying series texts.

WORK BEYOND GED

Curriculum Resource List

Title: Essential Skills For the Workplace: Level Two
Workplace Competencies

Author: Strumpf, Mains

Publisher: Contemporary

Synopsis: Essential Skills for the Workplace teaches SCANS competencies by using functional contexts that require learners to integrate reading, writing, computations, problem solving, and communication skills to complete workplace tasks and projects.

Recommendations: My students have greatly benefited from this text. The activities and work-related tasks simulate the type of work that would be required in a particular field. The finished product may also be included in the student's portfolio has work samples. I have been very satisfied with this text and would suggest it be utilized in school-to-work classes.

WORK BEYOND GED
Curriculum Resource List

Title: Essential Skills For the Workplace: Level Two
Improving Workplace Performance

Author: Strumpf, Mains

Publisher: Contemporary

Synopsis: Essential Skills For The Workplace teaches SCANS competencies by using functional contexts that require learners to integrate reading, writing, computation, problem solving and communication skills to complete workplace tasks and projects.

Recommendations: This texts presents additional tasks and projects that have been categorized by career clusters. It is presented in an easy-to-read format with practical and useful projects.

WORK BEYOND GED
Curriculum Resource List

Title: Essential Skills For the Workplace (Instructor Guide)

Author: J. Michael Farr

Publisher: JIST

Synopsis: This guide is designed to facilitate the instructor's use of the accompanying texts. It includes extension activities, instructional notes, and the SCANS objectives that are met with each activity.

Recommendations: This guide has been very useful in utilizing this series in an effective manner. I would recommend the entire series to school-to-work instructors.

WORK BEYOND GED
Curriculum Resource List

Title: You're Hired! Book One

Author: Marilyn Clark, John Mahaffy, Michael St. John, Jan Hart Weihmann

Publisher: Contemporary Books

Synopsis: This book is designed to have students discover their career direction by examining their values, interests, and skills. There are hands-on activities and exercises that focus on job success and job satisfaction and a job glossary that details over 150 jobs.

Recommendations: I did not find this book especially useful in my classroom. Since this book is written with a lower grade interest, it would be more valuable in a middle school program.

WORK BEYOND GED
Curriculum Resource List

Title: You're Hired! Book Two

Author: Clark, Mahaffy, St. John, Weihmann

Publisher: Contemporary Books

Synopsis: With this book, clients learn the process of researching, finding, and getting a job. Included in the text are lessons focusing on communication, reading, writing, and life skills.

Recommendations: I occasionally used this book and found it to be useful. The teenage students in my class were able to work independently because of the easy-to-read format. The activities are relevant and up-to-date.

WORK BEYOND GED
Curriculum Resource List

Title: You're Hired! Teacher Guide

Author: Clark, Mahaffy, St. John, Weihmann

Publisher: Contemporary Books

Synopsis: This guide features explanations and tips for each unit presented in both Book One and Book Two. In addition, the guide offers dozens of peer-interaction activities designed to reinforce and expand on the information introduced in the student books.

Recommendations: This is a very good reference to have with the student book. The peer-interaction activities help to make the information more pertinent.

WORK BEYOND GED
Curriculum Resource List

Title: Job Savvy: How To Be A Success At Work

Author: LaVerne Ludden, ED.D

Publisher: JIST

Synopsis: This book teaches the skills necessary for job success through easy-to-read narrative, case studies, checklists, and worksheets.

Recommendations: I have found this text to be a worthy addition to my classroom. Several times, I have used the chapters on getting along with supervisors and workers, as well as problem solving skills, and ethics. The students have always gained incite upon completion of a chapter.

WORK BEYOND GED
Curriculum Resource List

Title: Job Savvy: How To Be A Success At Work (Instructor Guide)

Author: LaVerne Ludden, ED.D and Marsha Ludden

Publisher: JIST

Synopsis: This book is a guide to using the Job Savvy text to its fullest potential. it also includes extension activities for each topic discussed in the text.

Recommendations: I have found this guide to be filled with excellent suggestions and material.

WORK BEYOND GED
Curriculum Resource List

Title: Dictionary of Occupational Titles (4th ED. Revised 1991)

Author:

Publisher: JIST

Synopsis: The DOT is a reference book that contains over 12,000 job titles. Each job title is very specific and describes tasks performed on the job. Cross-references for the CGOE and EGOC are also included in this book.

Recommendations: This is a vital source for any school-to-work classroom.

WORK BEYOND GED
Curriculum Resource List

Title: Occupational Outlook handbook (1996-1997)

Author:

Publisher: JIST

Synopsis: This reference book highlights 250 jobs with descriptions, charts, and pictures. Each career title is detailed concerning the nature of the work, working conditions, training, and other qualifications, advancement, job outlook, and earnings.

Recommendations: This is an extremely valuable resource for any school-to-work classroom.

WORK BEYOND GED
Curriculum Resource List

Title: The Business to Business Yellow Pages

Author: Bell Atlantic

Publisher:

Synopsis: This reference book lists many businesses in a far reaching area. Information regarding the business includes their name, address, telephone number, and the nature of the business.

Recommendations: This book may be used for conducting informational interviews, locating prospective employers/schools, and research regarding job market. It is an excellent resource for any school-to-work classroom.

WORK BEYOND GED
Curriculum Resource List

Title: Telephone Directory (local and city)

Author: Bell Atlantic

Publisher:

Synopsis:

Recommendations: This resource may be used as a tool to create a job search plan, to compile a file of potential employers, schools, contacts, and also to verify mailing addresses and phone numbers. At least one updated phone directory should be included in the school-to-work classroom.

WORK BEYOND GED
Curriculum Resource List

Title: Policy Manuals (from different types of businesses)

Author:

Publisher:

Synopsis: After completing the policy manual section from "Essential Skills For The Workplace: Obtaining Information and Using Resources", I have students use actual policy manuals to answer job related questions.

Recommendations: I think it is very important to include actual policy manuals. Every company has their own variation and way of organizing work policy and students need exposure to different types to ensure success in the "real" work force.

WORK BEYOND GED
Curriculum Resource List

Title: How To Choose The Right Career

Author: Louise Welsh Schrank

Publisher: VGM Career Horizons-NTC Publishing

Synopsis: This book is designed to help the reader discover more about himself and careers that would be most appropriate for him. It also helps the reader develop a plan of action and how to sell himself in todays job market.

Recommendations: This is an easy to read text that includes many valuable activities. I have found the marketing section especially effective.

WORK BEYOND GED
Curriculum Resource List

Title: Discover The Best Jobs For You

Author: Ronald L. Krannich and Caryl Rae Krannich

Publisher: IMPACT

Synopsis: This book is designed to provide detailed answers to critical job seeking questions. Through tests and self-directed exercises, the reader identifies his values, interests, abilities, and skills to formulate them into a career specific job

Recommendations: I received this text later in the program and do not feel that I can accurately assess its value in my class.

WORK BEYOND GED
Curriculum Resource List

Title: Building A Career Development Program

Author: Richard L. Knowdell

Publisher: Davies-Black Publishing

Synopsis: This book is a nine point plan, detailing how to define career development within an organizational context, assessing, then designing a program suitable to your organization, and guiding employees through the entire process.

Recommendations: I did not have this text before implementing this program so I cannot attest to its effectiveness in the planning of a program. However, upon examining the text, I do believe it could be very valuable.